

DOCUMENT RESUME

ED 218 840

EC 143 101

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TITLE Summary Proceedings of a Working Institute on
Bilingual Special Education (Boulder, Colorado,
January 5-8, 1982).
INSTITUTION Colorado Univ., Boulder. BUENO Center for
Multicultural Education.
PUB DATE Jan 82
NOTE 152p.; Print is poor in parts.
EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Bilingual Education; *Disabilities; Elementary
Secondary Education; Institutes (Training Programs);
*Intervention; Needs Assessment; Parent Attitudes;
Preschool Education; *Professional Education;
*Program Development; Records (Forms); *Research
Needs; Staff Development

ABSTRACT

The document summarizes proceedings of the working institute which focused on bilingual special education in the areas of training, research, and project management. An initial section contains general session papers with the following titles and authors: "Clarification of Past and Future Bilingual Special Education Training Needs and the Development of a Plan of Action" (H. Grossman); "Bilingual Special Education Research Needs--The Development and Implementation of a Proactive Research Effort" (A. Prieto); "Decision Making and Problem Solving with Parents of Linguistically Different Handicapped Children" (P. Chinn); and "Program Development/Management and Problem Solving Strategies" (A. Gromfin). A review of work sessions which considered action plans on such topics as student recruitment and program enhancement. Among the research sessions information are papers titled: "Efficacy of INREAL (INclass REActive Language) Intervention for Preschool and Kindergarten Language Handicapped and Bilingual (Spanish) Children" (R. Weiss); "Bilingual Special Education Programs--A National Needs Study" (G. McLean); and "What Hispanic Educators, Counselors, Psychologists, and Parents Believe Others Should Know about the Hispanic Culture in Order to Work More Effectively with Hispanic Students and Their Parents" (H. Grossman). Panel presentations on community/agency and public school concerns in bilingual special education personnel presentation are considered, and process analysts' reports on the institute are offered. A final section briefly summarizes the institute evaluation. Appended materials include the Institute Agenda, a list of participants, sample work session handouts, project abstracts, and supplemental handouts.
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SUMMARY PROCEEDINGS
of a
WORKING INSTITUTE on
BILINGUAL SPECIAL EDUCATION

January 5-8, 1982

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TABLE OF CONTENTS

Introduction	v
General Sessions	1
Work Sessions	35
Research Sessions	43
Panel Presentations	83
Process Analysts' Reports	91
Summary of Evaluation	97
Appendices	103
Institute Agenda	105
List of Participants	109
Work Session Handouts	113
Project Abstracts	133
Supplemental Handouts	143

INTRODUCTION

The Working Institute was a function of a Western Region Office of Special Education funded technical assistance project located at the University of Colorado, School of Education, BUENO Center for Multicultural Education. This was the first time several of the western region personnel preparation projects with a bilingual and/or multicultural emphasis were able to come together to discuss areas of mutual concern.

The Institute focused primarily on issues related to training, research and project management. The participants shared needs, successful practices, problem-solving strategies, research findings/interests and, above all, a willingness to support and learn from one another. The participating trainers were of diverse backgrounds, representing projects targeted at various language and cultural groups. Included in this group were parents and experts in the fields of Education, Special Education, Bilingual Education, Speech, Language, and School Administration.

What follows is not a complete and detailed report of the proceedings; rather, it is a summary that hopefully captures the highlights of the Working Institute.

GENERAL SESSIONS

Herbert Grossman

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Clarification of Past and Future Bilingual Special
Education Training Needs and the Development of a
Plan of Action

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The Past

The history of the education of culturally and linguistically different students (CLDS) can be divided into a number of periods. Prior to 1954 when segregated and unequal was the law of the land culturally and linguistically different students did not receive an appropriate education because:

- 1) The amount of money and the kinds of services provided to such students was grossly inadequate,
- 2) What was provided was often irrelevant and destructive because it did not take into consideration the students' cultural and linguistic differences,
- 3) Many people believed these students were inferior and would not be able to master the normal curriculum.

During this period there was a tendency to mislabel normal CLDS as retarded and place them in programs which were both inappropriate for them as well as often totally inadequate for the truly retarded. At the same time that non-retarded CLDS were overrepresented in programs for the retarded, many of the truly disabled culturally and linguistically different exceptional students (CLDES) with physical or sensory problems were denied services offered to dominant English speaking students. Under such circumstances society did not perceive the need for large numbers of persons trained to work with CLDES.

Beginning in 1954, after the landmark Supreme court decision, separate and unequal gradually and begrudgingly gave way to integration. As a result for the first time many school systems were forced to attempt to educate CLDS a task for which they were ill-prepared. Rather than adapt to the needs of such students,

many school systems sought to remove these CLDS whose failures and behavioral problems were the result of their unwillingness and inability to adapt to and succumb to an educational system which was irrelevant to their needs. This was accomplished in three different ways: kicking them out of school, pressuring them to drop out, or inappropriately placing them in segregated classes for the retarded, the emotionally disturbed, and the behaviorally disordered. During this period special education too often served as the dumping ground for regular education. Although they often did so with the best intentions, by accepting large number of normal CLDS who had been labelled handicapped (and by blaming the students rather than the system for its failures) special educators aided and abetted in the schools' effort to defend a system which was culturally and linguistically inappropriate for many students.

By the late 1960's special education itself had become a fairly segregated system with white English dominant students predominating in programs for the physically handicapped sensory handicapped, severely emotionally disturbed and learning disabled and CLDS overrepresented in programs for the mildly retarded, mildly emotionally disturbed, mildly behavior disordered, and mildly communicatively disordered. Despite the existence of this overrepresentations of CLDS little effort was made to recruit culturally and linguistically different teachers into special education to serve these students.

In the early 1970's first the courts and then the Congress and Executive Branch of the federal government acted to correct these abuses so that by the mid 1970's school systems were required to:

- 1) teach students in their dominant language while they were becoming proficient in English,
- 2) utilize non-biased assessment procedures when evaluating students for possible special education placements,
- 3) include parents in the assessment of and planning for their children,

- 4) provide a full and appropriate education in the least restrictive setting for all handicapped students including those who were culturally and linguistically different.

One would have supposed that these requirements would have lead to concerted efforts to recruit culturally and linguistically different persons into programs which prepared special educators, psychologists, speech therapists, counselors , etc. so that they could provide the kinds of services to CLDES mandated by law. However, this did not occur. While there was a significant increase in programs provided by trained and competent bilingual/bicultural educators in the 1970's for normal CLDS the same did not hold true for services provided to CLDES. What occurred was the declassification of many but not all mislabelled CLDS who had been misplaced into special education programs for the mildly retarded, behaviorally disordered, emotionally disordered, etc. without a commensurate increase in services for those truly in need of such services. As a result CLDES continued to be underrepresented in programs for the physically impaired, sensory impaired, and severely and profoundly handicapped. In some parts of the country they were even underrepresented in those very categories in which they had previously predominated. Thus, while the situation had changed, the problem was far from solved. Many reasons were cited for this. Among them were:

- 1) Because of past abuses both minority parents and bilingual/bicultural educators were so distrustful of special education that they did not approve of special educational placements for CLDES.
- 2) School systems were reluctant to place such students into special education for fear of being sued in court.
- 3) The lack of competent bilingual/bicultural assessors made it impossible to provide the non-discriminatory assessment required for such placements.
- 4) The lack of competent bilingual/bicultural special educators, psychologists, counselors, etc., prevented the school systems from providing appropriate

special education services to CLDES if they could have been identified in a non-discriminatory way.

In 1978 the Bureau for the Handicapped of the Department of Education cognizant of this lack of qualified bilingual/bicultural personnel took steps to correct the situation. Through its Hispanic initiative, which was later extended to other linguistically different groups as well, the Bureau encouraged the establishment of personnel preparation programs which would both recruit and train bilingual/bicultural professionals to work with culturally and linguistically different exceptional students. In 1979 an initial group of 22 personnel preparation programs were funded under this initiative. Since then the number has increased annually. Thus, while there were a few programs functioning prior to the initiative, in a real sense the preparation of personnel to work with CLDES began in 1979. And like any new field we have to identify, define, and improve ourselves.

The Present

In the Spring of 1980 and again in the Spring of 1981 professionals engaged in preparing personnel to work with CLDES met in the Washington D.C. area in workshops sponsored by ACCESS Inc. and funded by the Department of Education. Some of the purposes of the two workshops were to define the field, determine the competencies which should be required of both trainers and trainees, and share ideas about philosophies and methodology.

In brief some of the results of these workshops were the following:

- 1) It was agreed to replace the term bilingual special education with the term the education of culturally and linguistically different exceptional students, a term which emphasizes cultural as well as linguistic differences.
- 2) It was agreed that persons preparing to work with such students needed to have the skills included in the field of bilingual/bicultural education, special education and a third group of skills which were not found in either of the two fields.

Three examples of the need for this third component follow.

In the area of assessment bilingual/bicultural educators may receive training in the assessment of language dominance and proficiency. They may also be prepared to assess academic readiness and achievement in both their students' first and second languages. Special educators are prepared to provide special education assessments using instruments and procedures developed for English speaking acculturated monocultural students. But, persons who complete both a bilingual/bicultural training program and a special education training program will not be equipped to utilize culturally and linguistically appropriate special education assessment procedures with non-English speaking CLDES.

In the area of counseling counselors who work with students are trained to determine when their counselee's problems are intrinsically or extrinsically caused. When the causes of the students' problems are intrinsic (within the students) they may try to help the students accept the responsibility, blame and guilt for their actions, and/or believe that they can control their own lives. When the causes are extrinsic (outside the students) they may encourage the students to assert themselves, to utilize methods to change their environments, or to not assume responsibility and guilt for things which may be beyond their control.

When CLDS react to prejudicial treatment and cultural conflicts by withdrawing or rebelling, counselors who are unaware of the prejudices and cultural conflicts which these students face may assume that the cause of their behavior is intrinsic. As a result they may use techniques designed to change the students' shy or aggressive personalities instead of using techniques to help them deal more effectively with a hostile or insensitive environment. As a final example, we may note that counselors who are unaware that in some cultures it is a sign of disrespect to express

a lack of understanding or a difference of opinion may believe that students or parents who merely act as if they understand and agree only to be polite actually do understand and accept the suggestions made to them.

- 3) Having identified these three groups of competencies, those included in bilingual/bicultural education, those included in special education, and those not included in either of the two traditional fields, the participants enumerated specific competencies within each of these three groups or components which should characterize both trainers and well prepared trainees.
- 4) When the trainers evaluated themselves it was clear that with very few exceptions they had not acquired all of these competencies. Typically trainers had been trained in either bilingual/bicultural education or special education, but not both. Those few who were trained in both areas tended to lack some of the additional competencies not included in either area and each trainer had his or her strengths and weaknesses.
- 5) It became clear that a number of models of personnel preparation were being utilized.

A. Preservice vs. Inservice

1. Preservice

- a) Some programs provided trainees without previous training in either bilingual/bicultural education or special education with competencies in all three components mentioned above. The advantages of the model is that it insures that trainees will receive all of the required competencies. The major disadvantages are the amount of time and effort required to provide trainees with all three groups of competencies.
- b) Other programs recruited bilingual/bicultural educators all fluent in the same target language into the regular Anglo

oriented special education training program with the coordination and instruction of trainees done by the regular special education faculty. This model has the advantage of insuring that trainees had training and experience in both bilingual/bicultural education and special education and requires less time and effort since trainees already have entry level skills in bilingual/bicultural education. However, a disadvantage could be that trainees do not become competent in the third component noted previously.

- c) In a third model bilingual personnel fluent in many different languages were recruited into a special education training program with a multicultural emphasis. The advantage of this model is that it can serve many different language groups. One disadvantage could be that trainees may become competent in working with the cultural differences but not the linguistic differences of the culturally and linguistically different student since language differences are not dealt with. A second disadvantage can occur if the multicultural aspects are dealt with in general and insufficient attention is paid to developing an indepth understanding of specific cultures.

2. Inservice Personnel Programs

- a) One approach to inservice training was to provide non-bilingual special educators with some but not all of the bilingual/bicultural education competencies or to provide bilingual/bicultural educators with some but not all of the special education competencies so that they could work more effectively with CLDES.
- b) A second approach was to train bilingual/bicultural educators and special educators who work with each other as a team rather

than to provide them with the bilingual/bicultural or special education competencies which they lacked.

B. Generic training vs. training for a specific disability.

1. Programs which provided generic training had identified a group of competencies and a body of knowledge which was thought to be applicable to the education of all CLDES and provided this training to trainees regardless of the disability they were preparing to work with.
2. Other programs trained personnel to work with specific disabilities such as the hearing impaired, mentally retarded, learning disabled, or communication disordered.

C. Professional or Para-professional trainees

1. While most programs trained professionals some were aimed at preparing bilingual/bicultural para-professionals to complement the efforts of monolingual/monocultural special educators.

D. Strategies for delivery of services

1. Programs different in terms of whether they were training personnel for classrooms or resource rooms, itinerant teachers, non biased assessors, consultant, etc. To some extent the difference among the programs reflected local needs. However to a great extent they were also based on the way departments were organized at the various universities, whether there were both bilingual and special education trainers available to provide training and the ideas of the trainees about what kind of training to provide. In general, these differences were not based on the results of studies of the relative effectiveness of the different models.

The Future

Where do we go from here? What should be our focus during the next three to five years? What follows is one person's opinion.

1) Trainers

First priority in my opinion should be the continued preparation of the trainers themselves. If we are to produce trainees who are superheroes, that is, who are truly competent in the three components mentioned above, it is essential that their trainers become superheroes as well. This means that in addition to being experts in one component, either bilingual/bicultural education or special education, they should have a high level of competency in the other two components. Trainers can upgrade their skills by attending regional and national workshops geared to their interests, independent study auditing courses taught to their trainees by other faculty members from other disciplines, etc. This will require more cooperation and collaboration among the different disciplines than exists now. But progress toward the resolution of this problem is already in evidence.

2) Competencies

- a) We should not be satisfied with the a priori competencies that we have established. Instead we should begin to determine whether they are the ones that make a difference in the real life outcomes of our trainees efforts to education and rehabilitate the CLDES who are the ultimate recipients of our services.
- b) It is time to flesh out the general competencies that we are including in our programs. For example, the competency "The trainee designs curriculum and instructional programs that are based on behavioral objectives considering cultural variables" was a fine first step, but now we should begin to enumerate the specific cultural traits our

trainees should take into consideration when working with CLDES and specify how and in what ways they should adapt their methods of instruction, motivation, classroom management, counseling, assessment, etc., to these cultural differences. And we should do this for all of the cultural minorities that exist in the school. In other words making trainees culturally sensitive is not sufficient. They should become culturally literate.

- c) Because our field is so new we will have to spend considerable time and energy developing the effective strategies and techniques which will insure that our trainees leave our programs with the competencies we would like to see them acquire. Using the goal of culturally literate trainees as an example, we need to include methods and materials in our programs which will prepare trainees who will neither reject the cultural relativism we propose and utilize the same approaches with all students regardless of their cultural differences nor learn their lessons so well that they fail to see individual differences within cultures because of cultural stereotyping.

3. Training Models

When a field is new like ours it is good to have a wide variety of training models. Until we gain more experience we cannot know conclusively which models produce the trainees who are the most responsive to the needs of CLDES. However while we are awaiting the data which will enable us to make these judgements, it seems to me that we should make every effort to insure that all relevant disciplines are included in our training programs and that these disciplines collaborate rather than compete. We should also consider local and regional needs when choosing the models we employ. And we should make sure that our models and regional efforts are providing comprehensive services for the broadest possible spectrum of CLDES.

4. Evaluation

As we go about building our programs we should constantly ask ourselves whether what we are doing really helps the CLDES who are programs should be serving. And whether our programs in general and our strategies, methods, and materials in particular are relevant, effective and efficient? And as the data comes in we should evaluate it with an open mind modifying, adjusting, and adding to our programs as necessary. This is a new ballgame. We are all relatively new at it so we should acknowledge our shortcomings and those of our programs and strive to improve our results.

5. Research

Our field is new. However, it is grounded in such fields as bilingual/bicultural education, multicultural education, psycholinguistics, special education and anthropology, fields in which there are considerable bodies of knowledge which are relevant to our work. Therefore our programs should be based at least in part on hard knowledge. Our immediate problem is that we do not have this knowledge at our fingertips. It seems to me then that one of our priorities should be a collaborative effort to answer the questions: what is known about our field and what is yet to be determined. The answers to the first question will enable trainers to design better programs. The answer to the second question will guide researchers to areas of need.

6. Communication

Finally, I would like to make a strong pitch for increased communication among the trainers and the training programs. There is no good reason why people should be spending considerable time and energy duplicating what others have already accomplished merely because they are unaware of what their colleagues are doing or have done. We can all profit from the ex-

periences and accomplishments of each other. The two ACCESS meetings were a good beginning. Now we should take advantage of this conference to establish a more permanent network of communication among ourselves.

In closing, I would just like to reaffirm my opinion that we have the laws and court decisions which are required to correct many of the abuses of the past. It is now up to us and others to utilize them to the advantage of the CLDES they are designed to serve and protect. While we have a long way to go, I certainly expect that if we work together each year will find us further down the road than we were the year before.

Bilingual Special Education Research Needs: The Development and
Implementation of a Proactive Research Effort

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Introduction

There is no question that there is significant need to develop a systematic research effort in Bilingual Special Education. There has been much discussion for many years about the need to be sensitive to, and to recognize the cultural and linguistic differences among the children served by our educational bureaucracy. This is evidenced by the "No One Model American" policy adopted by The American Association of Colleges for Teacher Education in 1973. This raises a serious concern, is sensitization enough? Quite frankly I believe it is indeed imperative that our educational systems and personnel be sensitive, but that alone is not sufficient. The time has come to move on to new frontiers. We have accomplished the goal of pointing out the need to be sensitive to cultural differences.

One of the major reasons this issue was addressed in the past, was because of the overt and covert racism that was apparent in the educational community. Dunn (1968), Jones (1972), MacMillan (1973), and Mercer (1973) are some of our colleagues who pointed this out to us in the late 60's and early 70's. This phenomenon has further been pointed out by Prieto and Zucker (1977; 1981). The fact that racism has existed is not open to question any longer. The fact that the educational system must be more sensitive to cultural differences likewise is no longer open to question. It is important for us not to get caught up in "reinventing the wheel". That is to say, it is not necessary to continue to reestablish the existence of those phenomena.

It is time to move on to other important tasks. I am in no way suggesting that we forget that racism exists. I am merely saying we must now attempt

to devise systems which will minimize the impact of discrimination on our children. One of those steps is to continue to sensitize teachers to the need to appreciate the differences these children bring to the educational system. This must be addressed through our teacher training programs in both regular education and special education. But our teacher training programs must go beyond that.

Teacher Training

For one thing we need to determine if there are instructional methods which are unique and specific to the population we are talking about, that is, Bilingual Exceptional Children. It is possible, we must realize, that we may ultimately discover that there are no unique or specific instructional methods applicable to this population. Dr. Oliver Hurley, Chairperson Department of Special Education at Georgia State University has stated in a recent article, "We may find that there are no techniques specific to the teaching of black children, generally, or of black exceptional children, specifically." Of course, Dr. Hurley is discussing the problem of educating black exceptional children not bilingual exceptional children. Nonetheless, it is possible that we may come to the same conclusion, so we must be willing to face that possibility. I quite frankly do not believe at this time that to be the case, but it is possible that I may be proven wrong.

One of the major concerns yet to be resolved which I believe is crucial to the issue of teacher training is teacher training for what kinds of programs. Do we want to train teachers to work in ESL programs, transitional programs or maintenance programs? Do we want to train teachers to work in all three kinds of programs? If that be the case then each of those teacher training programs would indeed be different as has been pointed out by the literature on bilingual education. What we don't know is are the different instructional methods taught to teachers in each of those types of programs applicable to bilingual

exceptional children. If we accept that assumption, our next question must be will methods of instruction which are applicable to monolingual exceptional children suffice for bilingual exceptional children? It is generally believed that the answer to that question is no. But that needs to be established empirically. In reality the problem is more complex than that. The real issue is what are the variables which account for that. That is to say why don't those methods work and what is needed so that they will work. There are some who believe that all we need to do is translate special education materials into Spanish and have the instruction delivered by a Spanish speaking teacher using the same methodology or teaching strategies. I quite frankly question that position and wonder if other variables need to be examined relative to this issue. One of those variables has to be, once again, what type of teaching programs we are preparing these teachers to work in ESL programs, transitional programs or maintenance programs. Over and above that problem which is not going to be resolved solely by educators but by society generally, there are other overriding concerns that should be examined.

Child Performance

Ultimately I believe our methodology must be based on child performance. That is, the training we give teachers related to instructional strategies for bilingual children must be based on some sort of empirical evidence that indicates that one method of instruction results in higher academic achievement and performance by the children exposed to it than another method of instruction. This type of investigation then must be replicated. The question now becomes what variables must be taken into account in designing that experimental curriculum which we will then test? The general response to such a question is that the curriculum must take into account the student's linguistic, cultural, psychological and learning characteristics. But that is not sufficient, the questions must be more complex and more specific. Which linguistic character-

istics and which learning characteristics? And how do we know those are the most important characteristics? Again we need certain types of empirical evidence upon which to base our decision. I do not disagree that certain characteristics need to be taken into account. My problem has to do with how we arrived at that decision.

It seems very obvious to me that a significant variable that must be examined in great detail has to do with linguistic characteristics and linguistic acquisition. For many years it was believed that bilingualism in children had a detrimental effect on their intellectual development. In more recent years that assumption has come under considerable challenge. In fact, recent studies suggest the opposite to be true. For example Cummins (1979) has proposed an interactive theoretical proposition: that children who achieve "balanced proficiency" in two languages are advantaged cognitively in comparison with monolingual children, and, that children who do not achieve balanced proficiency in two languages (but who are immersed in a bilingual environment) are cognitively disadvantaged in comparison to monolingual and balanced proficient bilinguals. This formulation presents most directly the shift away from a disadvantaged perspective (Darcy, 1953, 1963) to an advantaged perspective while at the same time continuing to consider the potential negative influence of bilingualism (unbalanced). This interactionist position attempts to account for the success of Canadian French immersion bilingual programs for English-speaking children and the failure of English immersion programs for Spanish-speaking children in the United States.

An intriguing methodological and theoretical question revolves around the conceptualization and measurement of "proficiency" and its relation to cognitive development in bilinguals. The basic distinction to be made here is the differentiation between linguistic vs. sociolinguistic (communicative) competence. That is, it is possible to be competent in the structural aspects of language

but not in its social use and vice versa. It appears that the theoretical proposition regarding the positive influence of bilingualism on cognitive functioning for proficient bilinguals has as a central element linguistic proficiency. That is, the notion of language proficiency is based primarily on competence in the structural aspects of language. Language proficiency is most often measured in terms of standardized language assessment instruments which typically focus on one or more of the psycholinguistic domains of syntax, lexicon, semantics, and phonetic form from a receptive or expressive reference point.

However, it is apparent that competence in the structural aspects of language is not always synonymous with communicative competence (Labov, 1972; d'Anglejan and Tucker, 1973). An unanswered but important theoretical question is the relative contribution to cognitive performance by competence in the structural as opposed to the functional (communicative) aspects of bilinguals.

This I believe is a very crucial if not the most crucial issue we face for a variety of reasons. If, for example, we find that structural proficiency has a significant impact on performance on certain cognitive tasks and measures, that will directly effect curriculum design for classrooms at the same time it will also effect the types of instructional strategies we teach in our teacher training programs and ultimately and most importantly it should have impact on the types of bilingual programs we advocate for our schools. Again, bearing on the question of ESL, transitional or maintenance programs. If, on the other hand, we find that sociolinguistic or communicative competence is a crucial element, then that also will impact on the areas mentioned above. This must all be done relative to bilingual handicapped children. All of this suggests that maybe bilingual handicapped children perform differently than monolingual handicapped children on certain cognitive tasks. A problem may arise in attempting to identify balanced proficient handicapped children to study but that can

be resolved by a variety of methods which need not be detailed here. Initially this type of research will need to be demonstrative in nature before we move on to an explanatory position.

At the same time I beleive that we need to spend considerable time investigating language acquisition in young or preschool bilingual handicapped children. I believe this is going to be a crucial area of study and will provide some important information to us which will have significant impact on classroom curriculum design and teacher training. If this prediction is born out, that will mean that significant amounts of training in language developments and language acquisition will be needed by special education teachers and prospective special education teachers. I propose that this type of research initially must be ethnographic in nature rather than quantitative.

Conclusion

I have tried to point out certain areas of study that I believe are essential if we are going to address the problems of educating bilingual handicapped children and training teachers to serve this particular population. It is important that we approach this issue in a systematic way and from an empirical position. The importance of utilizing this approach is obviously two fold. One, it will allow us to develop the best programs possible and secondly, it will give us information to support our position politically. When I suggest that we approach the problem from an empirical prospective I am not suggesting that we use only quantitative procedures, I also firmly believe that it is essential to use an ethnographic and descriptive model.

We must note also that the approach must be continous and ongoing, we cannot wait to complete one element of research before we start another, but rather our investigations need to go on simultaneously. That is we must begin to gather information regarding child variables while at the same time conducting research relative to the ongoing teacher training programs. As we begin to gather

information relative to the child variables mentioned above that data can be used to modify training programs or can continue to be tested through those same training programs. Our teacher training programs must be continuously subjected to constant formative evaluation to empirically determine the ultimate value of any one approach as opposed to alternative approaches. That is also true of any new teacher training programs initiated in the future. The development programs to prepare personnel to meet the educational needs of bilingual exceptional children clearly presents a challenge to special education - a challenge that can only be met by careful attention to empirical knowledge modification of programs based on solid empirical data.

There are many areas of concern that I have not covered at this time, such as child assessment. This is obviously an important concern which I leave to others to discuss. I have struggled with the issues cited above for some time and quite frankly I have no answers. Likewise, I do not have a model to develop an ongoing research effort to provide you with. Even if I had a model, to impose it on you would be interfering with your own scholarly effort. I do believe, however, that a viable model for research can come out of this group through its deliberations. Of importance to keep in mind is that our efforts have a better chance of success through a collaborative effect. It is also imperative that there be a constant sharing and updating of ongoing research. I'm sure many of you can generate many more important questions than the few I have attempted to outline here and I encourage you to do so individually and collaboratively. Fortunately or unfortunately, whichever the case may be, I am afraid that I have generated more questions than answers and I now look to all of you to help determine the answers to the serious questions that we face.

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Decision Making and Problem Solving
with Parents of Linguistically Different
Handicapped Children

Philip C. Chinn
The Council for Exceptional Children
Reston, Virginia

Steps Toward Decision Making

Step I: The dialogue.

Take care of the feelings involved. This is accomplished through as many sequences of Responsive Listening and Straight Sending as are necessary. If emotions are not cleared, no problem solution or decision will work very well. Resentment or anxiety hinders positive action. However long this step takes, it is worth it. This step actually takes very little time and leads naturally to clarification of the problem involved.

Whenever a decision is required, there is some kind of a problem. In the dialogue, the real problem often surfaces. This occurs very frequently in communication.

Step II: Clear statement of problem.

Several problems may surface during Step I. The major one is identified and clearly stated by the sender and acknowledged by the receiver. Others can be identified and a definite time planned for their resolution. Problems need not be "something wrong." Often they are simply observed needs to improve upon a procedure to make it work better or to initiate a new one.

Step III: Consideration of options.

During this step, knowledge, experience and creativity are used to consider all possible options. No evaluation or judgment is permitted at this point. With parents and paraprofessionals, everybody brainstorms. When working with special children, the professional may need to do as Joe's mother did and suggest one or

more alternatives. Children (and occasionally adults) may suggest alternative solutions that seem silly or even dangerous. They are not judged. They are accepted and additional ones solicited. "That's a possibility. Let's consider some others."

Step IV: Establishment of evaluation criteria.

This crucial step includes identification of the goal and the criteria for reaching it in order that the best option, alternative or solution may be chosen. The criteria must be relevant to the situation and appropriate to the persons involved. Age, physical and emotional abilities and feelings are considered before determination of the criteria for evaluating the best alternative. The question is, "What will work best in this situation, with these persons?"

Step V: The decision.

One alternative or solution is selected. Following any necessary compromise, all persons involved agree on the decision.

Step VI: Allocation and Action.

The next step is allocation of any necessary resources to carry out the decision. For example, authority to carry out a specific decision may not rest with the group. One member will need to gain this before action can take place. The decision is then enacted.

Step VII: A time for assessment.

Set a time for evaluation or assessment of how the solution is working. This may be an hour, a week or a month later.

There are always variables over which the group or individuals making a decision have no control. If the decision was not problem-oriented but was instead a decision to improve a process or procedure, monitoring of the decision as information for future planning is still essential. For a special education class, a teacher may

go through the complete process to establish a better way to get the children to and from the auditorium. Parents and a teacher may work out a positive behavior reinforcement program to assist the student to complete his math assignments. Two teachers may plan to share guests from the community as class resources. A principal may use the process with a committee to plan an entire year's work. All of these decisions require that a time be set for assessment. If the decision is not working for even one person, it will need to be modified. Therefore, begin again at Step I.

The seven steps for decision making can be completed in ten minutes or three hours, depending upon the complexity of the problem and the persons involved. It can be used with retarded children, with parents, or with professional special educator teams.

From: Chinn, P.C.; Winn, J. and Walters, R.H.
Two Way Talking with Parents of Special Children: A Process of Positive Communication. St. Louis: The C.V. Mosby Co., 1978.
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Program Development/Management and Problem-Solving Strategies*

Annette Gromfin
University of Southern California

It is essential to keep in mind that running a project successfully requires what can be called "double think". This entails thinking in global terms (the idea or goal of the project--its far-reaching effects) and acting or interacting with the local environment--the academic department, the division of the university, the community, etc. To do only one or the other can prove disastrous and will not result in any significant institutionalization of the project. Important also is to view the project as a three-component entity: Program (what it does), Process (the methods it uses or the ways it functions), and Product (the outcome or outcomes).

This "double think" approach was evident in the successful projects described in the Rand Studies. In these studies, it was found that it took time to create and implement effective programs. Time is needed to develop planning and to implement strategies. Some projects in the studies moved too quickly to the problem solving stage; they failed to spend enough time in planning. Planning can be a significant part of the proposal and should be incorporated into the timelines. Rand found that when planning was not given proper consideration, much time was spent in re-doing activities that were not done well the first time around. It is much better to spend a little more time planning than a lot of time later correcting mistakes.

Another interesting and important characteristic of effective programs in the Rand Studies is that they viewed the scope of the change they hoped to bring about in terms as broad as their settings would allow. The scope of your program should be wide enough to make the project interesting and yet narrow enough to enable you to succeed with the resources available.

*This is a summary of the keynote address delivered by Annette Gromfin. The editors assume responsibility for any discrepancies and/or inaccuracies between this summary and the actual presentation.

A third characteristic of effective programs, Rand discovered, is the involvement in the project of "significant others". In whatever setting a project finds itself, there will be significant individuals or groups of individuals who can affect its activities and even its outcomes. These individuals must be identified and be made to feel a part of the project in some way. They must be given some ownership of the project; they must feel that the project is partly their idea.

A project such as those represented in this working institute is indeed an idea. This has to be understood by those implementing the program. It is a change process; the only reason for its existence is to bring about some change in society. This change may be the increase in the number of specially trained individuals or a change in society's awareness of the needs of a particular segment of society. A project is an intervention in a system or systems. We must not forget that the system was probably doing a good job of maintaining itself before the project was brought into the picture. Change is often seen as a threat to any system. To be able to function and to promote change, project directors and personnel should view change as a three-phase process.

The first phase is called "unfreezing". During the unfreezing phase, readiness for change is developed. The groundwork is set; a need is perceived by those who will actually be a part of the change. The second phase is "moving"; it is the change process in action. Important as the second phase is, unless something is done to give it permanence, it will only be a temporary intervention, a slight disturbance in the system. "Refreezing" is the third phase of the change process, a phase in which the new structure (change) is stabilized. The change becomes part of the system and is no longer seen as change. The change process is a continuous process. One phase moves on to the next without blatant interruptions.

The change brought about by a program or project is better understood if the differences between the project (the agent promoting change) and the institution (the environment or system in which the project is located) are highlighted. The primary consideration is that they are two very different systems. The project is a temporary, facilitating system while the

institution is a permanent system. All temporary systems have similar characteristics and differ from permanent systems in very concrete and important ways.

Temporary systems, such as a project, have definite beginnings and ends. A project, for example, is funded for a specific period of time. It has a small time frame and therefore must produce quickly. It is a high activity entity. Permanent systems, on the other hand, are on-going. Once established with some degree of permanence, systems tend to be resistant to change. They are slow response systems. Since they have no apparent time limits, they do not have to act quickly and often they are unable to do so because of their bureaucratic complexity.

The structure of temporary systems fosters change while the structures (formal/informal) of permanent systems foster stability. Resources are utilized very differently by the two types of systems. The resources of temporary systems are used for experimentation (funding a particular course or the utilization of newly developed materials, for example) while those of permanent systems are intimately tied to day-to-day maintenance. When speaking of the institutionalization of a project, we need to understand that the institution has different goals and priorities than the project. Strategies must be devised which will encourage the institution to view the project (or, at least, some of the project's activities) as a necessary component in the permanent system.

Another area in which temporary systems vary from permanent systems is that of rewards. Project staff members are rewarded by the project outcomes. The successful completion of stated tasks (outcomes) is the reward of project personnel. Rewards, in permanent systems, are tied to the hierarchical system, the climb up the ladder of success. Very closely related to the aspect of reward is that of membership. In temporary systems, membership is based on the expertise of individuals in substantive areas. Membership in permanent systems is hierarchical. At the university, for example, it is a matter of position, title, and number of years of service.

Lastly, in this discussion, these systems (temporary and permanent) differ in their focus. Temporary systems address change and problem solving while permanent systems are not responsible for change. This is perhaps the underlying difference between the two.

Moving from project operations (temporary system) to institutional adoption is the main problem confronting projects. This conversion of status requires the preparation of the environment (the institution, significant others, the community, etc.), careful planning, and the creation of support systems. These support systems are crucial for institutionalization.

In order to surmount the problem of converting a temporary system into an integral part of the permanent system, other less encompassing yet very important problematic concerns need to be addressed.

One of the most frequent problems in projects is the lack of effective on-going regularized communication and information systems. It should be noted that there is a very definite difference between communication and information. An information system is designed to disseminate information to a particular population, with no built-in mechanism to guarantee or even to ascertain if the information is understood. A communication system, on the other hand, is a two-way street in which understanding between the two parties is essential.

Another common problem is the cross-over involvement of the two systems (temporary and permanent) in an organized systematic manner. There should be very definite, observable examples of cooperation between the two. Perhaps it is a matter of personnel exchange such as the teaching of courses. The project might be able to arrange for some conferences in which personnel from the permanent system can participate. Or the project may be able to funnel some funds to help finance some of the permanent system's travel to conferences and institutes. Whatever the activity, it is important to view the function as a means of binding the two systems together.

It is not enough to focus on the problems in the institutionalization of a project. Equally important is to look at some positive means or strategies that can be effectively utilized to achieve the integration of the project into the permanent system. These strategies (or factors) are: utility, compatibility, and complexity. In order to be successfully institutionalized, the project (and its functions) must be seen as being better, more useful and helpful than the existing structure. It needs to be

compatible or consistent with existing values, experiences and needs. In addition, the innovation (project) cannot be too difficult to understand.

The goal, as we have stated earlier, is to achieve institutionalization. The key to success is an early start in planning--planning which can be subdivided into three compartments: Defining, Judging of Potential, and Planning an Overall Strategy. First of all, there must be a good definition of the project or practice. This is necessary not only for those in the permanent system but also for those in the project itself. Knowing oneself well brings about an awareness of how one can fit into a particular organization or system.

Once the project has been defined, it is necessary to be well-acquainted with the institution and its potential to adopt the project (temporary system). You should be aware of what's working for you and, equally important, what is working against you. In other words, what are the strengths and weaknesses of the project in terms of being institutionalized by the permanent system?

Those two components of the planning lead to the third--planning an overall strategy. Here you need to identify the major milestones or events that you will use to measure your progress. You should not, for example, neglect to take the courses you have developed for your project through the university curriculum committee. Without the approval and legal sanction of this committee, your courses are short-lived; they will not continue once your funding is terminated. You need to keep in mind that this is unnecessary and that there are deadlines that need to be met; the permanent system is not as flexible as the temporary system.

In the overall strategy, you must consider what is critical and what is not. People are extremely important. Thus, community relations have to be given high priority. Communication with the president of the university, for example, can be vital to success. A monthly report to him can document your activities and, at the same time, can give your project credibility; it can serve, also, as an aid to the president in being aware of what is happening in his community.

The overall strategy must define methods to influence and/or involve key people in the activities of the project. They need to be a part of the project if they are to support its institutionalization later on. Lastly, you must document, record the history of the project. You need to document your successes, your achievements, your positive contributions to the institution.

There are four indentifiable stages in the institutionalization process, from the perspective of the gatekeepers--those who will decide if the project is to be institutionalized or not. The first is awareness. They need to know what the project is about and what its goals are. The second is acceptance, that is, can they accept the proposed change which the project is attempting to achieve? The third stage is that of preparation--their willingness to participate, their understanding. The fourth involves demonstration efforts--feedback, documentation, formative evaluation. This evaluation is a record of the project--a record of the interrelationships between the two systems.

Somewhat different from the above discussion is the mechanism of program development--the steps to be taken in successfully implementing the project itself. The first step is Pre-planning. Here it is essential to consider who should be included in the planning. Definitely, there should be community representation. Once the personnel that is to plan has been identified, the group needs to plan, to lay out the step that will be taken in order to insure success. This involves clarifying goals and objectives and the identification and adoption of ways of building support and collaboration in the institution. Somehow, early on, you must involve key people, experts, operators, gatekeepers, clients. They will make or break your project; they will decide to a large extent whether your project beomes part of the institution or whether it will be a passing (maybe even annoying) chapter in its history. You must remember that the project has to develop a sense of ownership and commitment on the part of these key people. This is an on-going building process.

Very important in the development of the project is the definition of roles--who does what. You want them (the institution) to leave you alone, but you don't want them to ignore you. A clear definition of roles builds

credibility for the project.

When designing the program, you must spell out long range goals as well as the daily operations (what is to be done or accomplished). There should be a clear idea of which structures need to be organized. Everyone should be aware, for example, of the decision-making structure--how decisions are made, who makes them, and how they can be appealed. In short, there has to be a communication system. Each individual should know how he/she fits into the total project.

An oft-forgotten factor that is crucial to the survival and success of the program is how to handle unanticipated events. You need to provide strategies for resolving unplanned conflicts. What happens, for example, if the dean of the school in which your program is located suddenly leaves the university? If he has been supportive of your program, this can be quite a setback. Have you built other support networks? How can you win the support of the new dean? In your planning, you must consider these possible (though unanticipated) events which could greatly influence the outcome of your program.

Whether we are fully aware of it or not, any organization (and indeed, any individual) is continuously involved in politics. You have to admit to yourself that when dealing with others, you need to consider their self-interests. The following strategies need to be developed to insure the successful implementation of your project:

- a. cooperation--minimizing differences between individuals or organizations
- b. bargaining--negotiating
- c. coalition building--sharing and using resources
- d. buffering--protecting the enterprise
- e. trust building--clarifying expectations, establishing credibility, creating network allies

Running a successful program takes a lot of time and a lot of energy. If we take into consideration the above suggestions, ideas, and strategies, the experience can be interesting, rewarding, and successful.

WORK SESSIONS

WORK SESSIONS

The general sessions provided a basis for the work sessions, where the participants were divided into three small groups to discuss needs and concerns and to formulate action plans in the areas of instruction, research, and program management. In addition, the small groups gave the opportunity for sharing of successful practices and problems of the individual programs. The groups were selected to reflect different language and culture targets, as well as new and continuing programs to encourage this sharing of experiences.

The first session looked at instructional and training needs and concerns. A preliminary assessment and needs assessment for instruction (see Appendices-Work Session Handouts) were provided for each participant to complete for his/her program. After discussion of the needs and concerns of the various programs in each group, action plans were developed. The needs and concerns brought out in the first work session included:

Student Recruitment

- * Minority students generally have not been effectively recruited.
- * American Indian students are especially difficult to recruit. Many are discouraged from going into higher education by their parents, who argue that non-academic careers pay more. Those who enter college enter fields other than education, and in general suffer high attrition rates.
- * Education is not a highly paid field.
- * There is a general trend toward deemphasis of education by state and federal funding agencies, and even by colleges and universities.
- * Parental participation and encouragement is a problem.
- * Some have felt it necessary to lower standards to recruit and retain students. In some areas, students have limited proficiency and there is a small pool of high school graduates from which to draw.

Program Enhancement

- * Public school support for programs is a problem. Many indicated that public schools in some areas do not support bilingual special education efforts by higher education institutions.
- * The public schools lack trained professional in bilingual special education. Training programs need to be improved to attract students and help relieve this shortage of personnel.
- * There is a need to infuse teacher training programs with a bilingual special education component. This also involves increasing faculty awareness.
- * Clarification of interface between education and bilingual education, and between bilingual education and special education.
- * Definition of competencies for these disciplines and the relationship among them.
- * Using cultural knowledge in training students to work with bilingual special education children.

Other Concerns

- * Lack of support of administration for good programs in bilingual special education. Programs die due to lack of follow-through at administrative levels.
- * Need to train migrant tutors to deal with parents and to understand the problems of instruction and non-discriminatory assessment.

Possible remedies and solutions to be included in action plans were:

Student Recruitment

1. Programs could try to establish an 'elite' aura around bilingual special education, admitting only the best students with sincere interests in education. This would aid in recruitment and ensure quality standards.
2. Leave recruitment up to bilingual special education programs rather than other agencies. Programs could benefit from a team approach to recruiting.
3. Financial support for students may be increased with the help of outside funds from private sources.
4. Lobby at state and national levels for student assistantships and loans. Develop demonstrations clinics to illustrate career orientation.
5. Promote interfacing with two and four year colleges. Make programs flexible to permit participation on a part-time basis. Coordinate with public school needs.

Program Enhancement/Other

1. Educate and include administrators in planning. Show the cost-effectiveness of projects. Encourage sharing among professionals, plan retreats, promote networking, etc.
2. Work to design appropriate inservices for migrant tutors.
3. Develop modules that can be infused into existing curricula.
4. Increase the general awareness of bilingual special education and generate interest among prospective teachers.
5. Pre-test three levels of competencies: language, standard teaching practices and working with special education children.
6. Plan individual training modules to enhance the skills of students in each area.
7. Plan inservices for all faculty.
8. Plan practicum experiences for students.
9. Develop and design new courses and incorporate assessment courses into the education curriculum.

The second work session focused on successful practices and problems of programs represented by the participants. Some of these are reported in the Appendices (Project Abstracts). Some of the strengths, concerns and strategies discussed were:

Strengths:

- * Several projects are emphasis programs, which are part of a general graduate or undergraduate degree program. The projects vary from a core.
- * Funding has been adequate from the Office of Education, Dean's Grants, and State funds.
- * Time frame has been one to three years with one project claiming to be the first bilingual program funded three years ago.
- * Projects have curriculum strengths in teaching cultural awareness, linguistic development, diagnostic competency. Some projects question whether they are producing a true hybrid of bilingual special education.
- * One project has exceptional strength being a nationally recognized project. Teaching curricular modules for all types of courses, bibliographies and research data are among the many products produced by the project.

Concerns:

- * Funding is running out. The three-year project will be completed in five months. There was extensive discussion on this problem. Soft support of courses and faculty would be cut off.
- * Cooperation/Coordination - One project felt they lacked support from the Administration. Local faculty did not always understand the need for a bilingual special education program. Support for the project was contingent upon funding. Projects operated independently but perhaps too isolated. Projects got caught up in the power struggle of administrative funding and support.
- * Visibility and Public Relations - Projects felt they had national visibility but lacked local visibility and support. Projects need to be marketed, i.e., the need for bilingual special education needs to be known by the public and others. Increased visibility would also result in better recruitment.

Strategies:

- * Broaden sources of funding.
- * Creatively combine funding support, i.e. use existing funds with other available funds.
- * Use parents as advocates for further funding.
- * Use products as visibility for further funding.
- * Use consumers of products and services provided by bilingual special education programs for support in obtaining future funding and in providing funding themselves.
- * Do long range planning to move projects from soft funds to hard funds.

The third work session concentrated on research needs and action plans. A research agenda was developed, combining ideas from the work sessions and the research presentations. The Research Agenda is presented in the section on Research Sessions, while the ideas presented in the work sessions follow:

Research Funding

- * Projects need to look more seriously into private sources of funding for not only research, but for project support, as well.
- * It is important to learn the skills necessary for writing grant proposals for either government or private agencies. The application procedure for private funding is often very different from applying for public funding. Often private agencies require no more than a prospectus.

- * Bilingual special education projects should look into Title VII monies.
- * Some funding sources may not provide funding on a large scale, but rather provide limited funding for things like instrument development.
- * Grant writing workshops are excellent for developing proposal writing skills.
- * It is often worth paying a professional grant writer to go over a proposal.
- * The present trend is to fund practical research projects as opposed to theoretical projects.

Subjects in Need of Research

- * Basic knowledge is needed about target populations, e.g. Native, Spanish and Asian Americans. Specifically, more information is needed about their culture, language and cognitive development.
- * It was felt that more knowledge is needed concerning what constitutes a positive learning atmosphere for children being served through bilingual special education.
- * Research is needed relevant to effective teacher training models for bilingual special education.

The final work session was directed at program development and management needs and action plans. Problems, possible solutions and other concerns included:

Typical Project Problems

- * We do not think about what are realistic goals and objectives for our projects. This leads to overcommitting ourselves, and to setting ourselves up for failure and for priority displacement.
- * We fail to tap the variety of resources available to us for accomplishing our goals and objectives (e.g. deans, faculty, traditional programs and department).
- * Think of your project's realistic future. That is, we may somehow assume that just because we see a big need for our project it will eventually be institutionalized or will continue to be funded by the same source of funding.

Solutions

- * First of all, think of all the problems you face.
- * Next, think of all the possible actions you can take in remedying your problems. Think of persons and institutions you can involve in your project to help you with your problems.

- * It is very important that one thinks of ways possible for delegating responsibility. Too often project directors end up being the project. One strategy is to commit strategic persons, such as deans, to the goals and objectives of one's project.
- * Think of involving communities and school districts in your project.
- * BUENO-MUSEP was seen as highly important in mediating solutions for many of the bilingual special education projects.

Other Management Concerns

- * Marketing of inservice programs: develop political support, demonstrate quality programs, assume that others don't know about bilingual special education, especially decision makers, build capacity at the IHE level, we must "toot our own horns."
- * There should be a coordinated effort on the part of bilingual special education training programs and school districts to communicate with state personnel, to make known the needs of bilingual special education in the schools. This should encourage institutionalization and help secure funding at both levels.
- * Need for local control: IHE's, school boards, school administrators, teachers, bilingual teachers, bilingual special education teachers, parents and the general public all need to be sensitized to the issue and need for bilingual special education programs that reflect local needs.

SUMMARY

As can be seen from the many comments, recommendations and conclusions, this was truly a working institute. The interaction among the participants was very lively and stimulating. All of the participants had unique experiences and information to share. More importantly, everyone was willing and eager to learn from one another. Some of the points made by the various groups may have inadvertently been omitted, nonetheless this record captures the essence of the Institute work sessions.

RESEARCH SESSIONS

Research Agenda

Research Presentations

Rita Weiss

Gary McLean

Herbert Grossman

RESEARCH AGENDA

One of the institute work sessions dealt with the development of an outline for a research agenda in the area of bilingual special education. All of the participants considered this to be a high priority area in need of additional development. The group felt that research and evaluation findings were extremely important for the further development and upgrading of bilingual special education personnel preparation and ultimately for improving services for culturally and linguistically different exceptional children.

The first phase of the group discussion dealt with the general needs that exist relative to research and evaluation. The group arrived at consensus on the three following outcomes or objectives. First of all, a documentation of the current state of the art is needed relative to existing research studies. The work that has already been done in linguistics, psychology, education, sociology, and anthropology should be pulled together into a book or monograph. The participants listed the general areas of needed research and researchers who would have the necessary expertise to do the job. The participants also agreed to begin pulling together the available research findings in the areas they were recommended for. This material is to be sent to the MUSEP office so that it can be disseminated throughout the regional network. Secondly, there is a similar need to gather evaluations of public school bilingual special education programs as well as higher education training programs. This would result in the documentation of our most effective practices. Finally, an effort must be made to design and implement a comprehensive research effort which would address the future or unanswered research needs related to bilingual special education. This effort would obviously require an interdisciplinary approach. The results of these studies should also be published in one volume if possible.

The new designated research areas and corresponding researchers are as follows:

1. Language Acquisition L₁; L₂

- a. Manuela Juárez
- b. Alba Ortiz
- c. Sister Lourdes Leal
- d. Rita Weiss
- e. Barbara Loera
- f. Jim Yates

2. Cognitive Development

- a. Elette Estrada
- b. Roberto Rueda
- c. Alfonso Prieto
- d. Petra Cacho

3. Culture

- a. Herb Grossman
- b. Gary McLean
- c. Alba Ortiz
- d. Phil Chinn

4. Assessment

- a. Eloy Gonzales
- b. Alfonso Prieto
- c. Roberto Rueda
- d. Reginald Jones
- e. Richard Figueroa
- f. Rosa Payán
- g. Jane Mercer
- h. Ed de Avila
- i. Steve Moreno
- j. Ernie Bernal
- k. Pat Peterson
- l. Jim Yates

5. Pedagogy

- a. Nancy Dew
- b. Pat Peterson
- c. Gloria Zamora
- d. Mike Kalk

6. Affective Development and Counseling

- a. Herb Grossman
- b. Marian Sokol
- c. Elsa Brizzi
- d. Richard Deblassie
- e. Manuel Ramírez
- f. Miguel Arciñega
- g. Luis Casaus
- h. Al Roark

7. Parent-Community

- a. Marian Sokol
- b. Carole Veir
- c. Herb Grossman
- d. Elsa Brizzi
- e. Pat Landerand

8. Personnel Training

- a. Alba Ortiz
- b. Alfonso Prieto
- c. Elsa Brizzi
- d. Carole Veir
- e. Leonard Baca
- f. Petra Cacho
- g. Phil Chinn

9. Policy

- a. Leonard Baca
- b. Carole Veir
- c. Bruce Ramírez
- d. Annette Gromfin
- e. Ray Howe
- f. Maria Vásquez

10. Organizational Development and Change Innovation

- a. Elsa Brizzi
- b. Annette Gromfin
- c. Margie C. Delgado

RESEARCH PRESENTATIONS

The three research presentations that follow are steps forward toward meeting the needs of the group for research and evaluation.

Professor Weiss' study deals with intervention, i.e., a programmatic approach to improving the language and related learning skills of preschool bilingual handicapped in a naturalistic, non-stigmatizing environment. Interventions can be classified as primary, secondary, and tertiary prevention (Caplan, 1964). This study deals mostly with primary prevention designed to prevent the development of language disorders through enrichment, and with secondary prevention, i.e. corrective and to arrest further development of the disorders. Professor Weiss is to be commended for the level of attack, that is, primary intervention.

Dr. Gary McLean's national needs study fills a large gap in the conceptualizing of bilingual special education personnel preparation programs. The findings, conclusions and recommendations will lead to a better understanding of the scope and sequence of the curriculum.

Professor Herb Grossman's paper leads to an interesting and necessary focus on the knowledge that educators "ought" to know about the Hispanic culture in order to work more effectively with the Hispanic student and parents.

These three papers will have "leverage" or impact on the broad field of bilingual special education because of the important ideas they disseminate.

Caplan, G. Principles of Preventative Psychiatry. New York: Basic Books, 1964.

Efficacy Presentation

at

Handicapped Children's Early Education
Program (HCEEP) Project Directors' Meeting
Shoreham Hotel, Washington, D.C.

December 3, 1980

Rita S. Weiss, Ph.D.
INREAL/Outreach
Department of Communication Disorders
and Speech Science
University of Colorado, Box 409
Boulder, Colorado 80309

Efficacy of INREAL Intervention for Preschool and Kindergarten Language Handicapped and Bilingual (Spanish) Children.

INREAL (INclass REactive Language) was an HCEEP funded demonstration project in 1974-77. The major goal of the project was to improve the language and related learning skills of 3-5 year old preschool-kindergarten language handicapped and bilingual (Spanish) children by the INREAL method of intervention in a naturalistic, non-stigmatizing model. Two objectives were set for the project:

1. To increase children's language development significantly.
2. To prevent later language-related learning problems in mild-to moderate language handicapped children.

The project was designed to demonstrate INREAL treatment feasibility and generalizability in a variety of locations constituting a broad socioeconomic cross-section of Colorado early childhood populations. Table I (below) provides details on locations and subjects of the 1976-77 project when comparative data were collected.

Table I

INREAL Locations: 1976-77

I. <u>Suburban</u>	
<u>Type of Agency</u>	<u>No. of Children</u>
Day Care, one parent children	56
Coop. nursery, middle class/professional	38
P. S. Preschool, one day per week	125
Kindergarten (4)	102
II. <u>Rural</u>	
<u>Type of Agency</u>	<u>No. of Children</u>
Headstart	18
Bilingual Kindergarten* (2)	64
III. <u>Small City</u>	
<u>Type of Agency</u>	<u>No. of Children</u>
Headstart (2)	35
Bilingual Kindergarten* (2)	80

Total preschool = 272 children in 6 locations	
Total kindergarten = 246 children in 8 locations	
Total Number of Children = 518	

*Bilingual (Spanish) Kindergarten = implemented by school districts under Title VII of ESEA.

Six (6) INREAL Specialists were on staff in the third year of the project 1976-77. Five of the INREAL specialists were M.A. speech-language pathologists with experience in early childhood or mental retardation. Their graduate work was done at four different universities. One specialist held a B.A. in speech-language pathology from one institution and a teaching credential in early childhood education from another institution. One specialist was bilingual (Spanish). INREAL specialists received training in INREAL philosophy and procedures before the school year began and on-going training in INREAL methodology and bilingualism during weekly staff meetings.

INclass REActive Language (INREAL) is a program that redefines the role of the speech-language pathologist. The model demands new competencies from the specialist in implementation of this innovative service delivery system.

The INclass component of the program, reverses the traditional therapy process, i.e., the therapist goes to the client rather than having the client come to the therapist. In the INREAL program, the specialist is in the classroom daily as a resource, auxiliary teacher. This reversed therapy process ("out of the clinical closet") is non-stigmatizing for the language impaired child since the specialist singles out no child either overtly by removal from class for therapy or covertly by direct individual or small group therapy within the classroom. The INclass delivery of service is a new competency for the traditional speech-language pathologist.

The REActive component of the program requires a child-to-therapist, rather than therapist to child, orientation and emphasis. To become reactive, the specialist must first establish an empathic relationship with the language impaired child through S.O.U.L. (Silence, Observation, Understanding, Listening). Then the specialist employs the psycholinguistic techniques of (a) self-talk, (b) parallel talk, (c) verbal monitoring and reflecting, (d) expansion and (e) modelling. These techniques, based on Piagetian developmental psychology, emphasize the experiential aspects of learning theory and demand new, early childhood competencies from the speech-language pathologist.

The Language component of the program is concerned with language disorders of semantics (vocabulary), syntax (grammar), phonology (articulation) and pragmatics (language in context). The program is also concerned with meeting the language needs of 3-5 year old bilingual (Spanish) children.

The INREAL specialist is in class every day on a split-day basis of mornings in a preschool and afternoons in a "feeder" kindergarten to which the preschool children go when age appropriate.* Thus, the specialist works in both the private and public sectors and is responsible for serving the range of children found in these settings, verbal as well as language handicapped. In addition, the specialist is available daily as an INREAL model for classroom teachers and parents.

Three procedures were used to evaluate the major objectives of the program:

- 1) experimental study to measure language change, 2) longitudinal experimental study to measure the effectiveness of early identification and intervention in prevention of later language-related learning problems and 3) cost effectiveness study of longitudinal data to demonstrate efficacy. These procedures were applied to the total subject pool and to the bilingual (Spanish) subject population.

1. Experimental Study 1976-77

Design: The experiment employed a randomized block design with both experimental and control groups receiving pre and post measurement. The blocks were pairs of classrooms matched on age and sex of children served, socioeconomic status, bilingual status and class meeting time (A.M. or P.M.). Within each matched pair, classrooms were randomly assigned to treatment (INREAL) and Control conditions. The INREAL specialists were randomly assigned to the INREAL classrooms. One third of the children in INREAL and Control classrooms were selected randomly for pre and post measurement.

Measures: Language capabilities of subjects were determined by the Fluharty INREAL Preschool Screening Test (FIPS), adapted from the original Fluharty Screening Test for Preschool Children by Nancy Fluharty, Journal of Speech and Hearing Disorders, Feb. 1974, pp. 75-88. The FIPS is a 10-minute individually administered language screening test for ages 3-6, composed of four subtests on Identification, Articulation, Comprehension and Repetition. Scoring on the FIPS includes an overall rating of PASS/FAIL and subtest ratings. Fluharty had standardized the test on over 1,000 Ohio children, Black and Caucasian, and included norms for Black dialect in the Articulation section. The FIPS adaptation includes norms for Colorado bilingual (Spanish) subjects in the Articulation section. (Atlas-Klein, D., J. Wallace and R.S. Weiss, unpublished manuscripts, University of Colorado, Boulder, 1975-80).

*Two specialists served two kindergartens each in addition to their single preschools.

The FIPS was selected because it is: 1) appropriate to early childhood. The first three subtests utilize familiar concrete objects; the abstraction of pictures is not used until the final subtest. Also, the FIPS is a short, individually administered test that minimizes fatigue and over-referral. 2) a screening instrument. INREAL supports the minimal language testing of early childhood populations; hence, diagnostic tests were not used in the study. 3) representative of INREAL philosophy and criterion referenced; i.e., the FIPS measures the components of Reactive Language Therapy; 4) psycholinguistic. The four subtests assess (a) vocabulary (Identification), (b) phonology (Articulation), (c) receptive syntax (Comprehension) and (d) expressive syntax (Repetition); 5) standardized. It has cut-off norms for 3-6 year olds and 6) valid and reliable. Intra (average reliability = 0.97) and inter (average reliability = 0.96) tester reliability had been established by Fluharty using the Pearson product-moment correlation method. Validity was established between the Fluharty screening test, the Goldman Fristoe Test of Articulation and the Northwestern Syntax Screening Test. The Pearson product-moment correlation coefficient of validity was 0.87.

A random sample, one-third of experimental and control subjects, was screened using the FIPS in September (pre) and May (post) by University of Colorado speech-language pathology students not connected with the INREAL research project. Screeners were trained by the INREAL staff to administer the FIPS test in the same way.

Analysis: Analysis of covariance (randomized block) was used to test for post-test group differences on the FIPS test, controlling for any pre-test group differences due to sampling error.

For each subsection of the FIPS, a child received a score corresponding to the number of correct responses on that section. An age adjusted score was computed which allowed (1) direct comparison of scores across age groups, (2) computation of continuous, rather than dichotomous, age corrected scores, and (3) computation of a continuous overall FIPS score. Each subsection score (number of correct responses) was divided by the age corrected pass/fail cut-off score for that subsection, and multiplied by 100. This yielded a score indicating what percentage of the pass/fail cut-off each child achieved for his or her age group. All scores were thereby automatically corrected for age differences. For example, two children of different ages may have different numbers of correct responses on a subsection, yet both receive scores of 120%, indicating that each scores 120 percent of their age group's pass/fail cut-off.

$$\text{Percentage score} = \frac{\# \text{ of successes}}{\text{age corrected pass/fail cut-off}} \times 100$$

Overall FIPS test scores were computed as the average of all the subsection percentage scores.

Results:

A. Overall Analysis

Table II

INREAL Experimental Study 1976-77
(Group Posttest Means on FIPS Test)

PRESCHOOL			
	INREAL (59)	Control (55)	P
Identification	114	111	.24
Articulation	123	119	.027*
Comprehension	126	120	.028*
Repetition	139	122	.003*
TOTAL	126	118	.001*
KINDERGARTEN			
	INREAL (46)	Control (63)	P
Identification	109	104	.001*
Articulation	114	110	.001*
Comprehension	120	114	.032*
Repetition	127	113	.001*
TOTAL	118	110	.001*

*significant

The overall preschool and kindergarten data reveal that INREAL treatment effected marked language performance gains in both INREAL preschool and kindergarten groups for the period studied. This result is supported by significant between-group differences favoring the INREAL group on seven of the eight subtests of the Fluharty INREAL Preschool Screening test (FIPS). For the preschool analysis, INREAL treatment was found effective on three of the four FIPS subtests and on the Total test score; the difference between preschool experimental and control groups on the Identification subtest was not significant. The kindergarten analysis shows significant differences in the INREAL direction on all FIPS subtests and on the Total test score.

B. Bilingual (Spanish) Analysis

Table III

INREAL Bilingual (Spanish) Experimental Study 1976-77
(Group Posttest Means on FIPS Test)

PRESCHOOL			
	INREAL (11)	Control (14)	P
Identification	102	102	.982
Articulation	118	118	.436
Comprehension	114	108	.050*
Repetition	126	117	.060
TOTAL	115	111	.047*
KINDERGARTEN			
	INREAL (20)	Control (18)	P
Identification	109	99	.014*
Articulation	114	111	.163
Comprehension	121	107	.064
Repetition	127	113	.094
TOTAL	118	108	.020*

*significant

The bilingual (Spanish) data, extracted from the overall data, indicate that INREAL treatment effected language performance gains in the bilingual preschool and kindergarten groups as supported by significant between-group differences favoring the INREAL groups on the Total test scores. In the bilingual preschool analysis, the Comprehension subtest difference was a significant finding in the INREAL direction. In the bilingual kindergarten analysis, the Identification subtest difference was a significant finding in the INREAL direction.

2. Longitudinal Experimental Study

Design: The Longitudinal Experimental Study employed a randomized block design with post measurement over three years. The randomization procedures are described in the Experimental Study section. All children who had been selected for pre and post testing during the initial study were followed over three years to determine whether they had received subsequent special remedial services provided by the schools. Attrition for the INREAL group was 35% and 33% for the Control group.

Measures: The data were gathered from regular and special education school records by University of Colorado Department of Communication Disorders and Speech Science graduate students who were blind to the group membership of the subjects.

Special remedial service placement had been made by local school district personnel prior to the INREAL longitudinal investigation and had been decided on the basis of school district screening and referral procedures. The identity of the handicapped children who had received earlier INREAL treatment was protected from the permanent school records in three of the four districts studied, as ascertained by phone and personal conversation with the Directors of Special Education. The special remedial services supplied to the study population included: speech-language, resource room (remedial reading and perceptual communicative/learning disabilities - PCLD), retention-in-grade (including Special Kindergarten placement), emotionally disturbed-behavior disordered (EDBD) and educable mentally retarded (EMR).

Analysis: Chi square statistics were used to measure the relationship between membership in INREAL and Control groups and the receipt of special services in the three years following the experiment.

Results:

A. Overall Analysis

The longitudinal percentage data indicate that INREAL was effective in preventing later learning problems that are language related. The experimental group required substantially fewer Speech-Language and Resource Room (remedial reading and PCLD) special services for each of the three years studied after INREAL treatment ended, except for Resource Room services in 1977-78. The 1977-78 Retention-in-Grade (with Special Kindergarten placement) results indicate that there were significant between-group differences favoring the INREAL group. There were no differences for 1978-79 and 1979-80 Retention-in-Grade groups. Results on EDBD and EMR services show no between-group differences for the three years studied, as expected. (See Discussion section.)

Table IV

INREAL LONGITUDINAL EXPERIMENTAL STUDY
 Percentages (Number) of 1976-77 INREAL & Control Group Receiving
 Special Services in the Following Three Years:

1977-78			
	<u>INREAL</u>	<u>Control</u>	<u>p</u>
Speech-Language	12% (13)	29% (31)	.002*
Resource Room ¹	9% (10)	15% (16)	.403
Retention-in-Grade ²	4% (4)	11% (12)	.033*
EDBD ³	1% (1)	0	.321
EMR ⁴	0	0	
1978-79			
	<u>INREAL</u>	<u>Control</u>	<u>p</u>
Speech-Language	14% (15)	31% (32)	.003*
Resource Room	10% (11)	28% (29)	.004*
Retention-in-Grade	4% (4)	10% (10)	.086
EDBD	2% (2)	3% (3)	.628
EMR	0	1% (1)	.309
1979-80			
	<u>INREAL</u>	<u>Control</u>	<u>p</u>
Speech-Language	10% (9)	25% (22)	.007*
Resource Room	9% (8)	24% (21)	.019*
Retention-in-Grade	2% (2)	2% (2)	.973
EDBD	1% (1)	3% (3)	.296
EMR	3% (2)	2% (2)	.921

*significant

¹remedial reading + PCLD

²Special Kindergarten

³emotionally disturbed-behavior disordered

⁴educable mentally retarded

The longitudinal number of special services data indicate that INREAL was effective in preventing later language-related learning problems (Speech-Language and Resource Room) and reducing retention-in-grade for the three years studied. Results on EDBD and EMR services show no between-group differences for the three years studied, as expected. (See Discussion section.)

Table V

INREAL LONGITUDINAL EXPERIMENTAL STUDY
Total Number of Special Services to 1976-77 INREAL & Control Group

	Total 1977-80		
	<u>INREAL</u>	<u>Control</u>	<u>P</u>
Speech-Language	37	85	.001*
Resource Room	29	66	.003*
Retention-in-Grade	10	24	.007*
EDBD	4	6	.140
EMR	2	3	.488

*significant

B. Bilingual (Spanish) Analysis

The bilingual (Spanish) longitudinal percentage data, extracted from the overall longitudinal data, indicate that INREAL was effective in preventing later, language related learning problems in the bilingual children studied. These results show that the experimental group required substantially fewer Speech-Language services for the three years. Fewer Resource Room (remedial reading and PCLD) services were required by the experimental group in 1978-79 and 1979-80. Results on 1978-79 Retention-in-Grade data show that the experimental group required substantially fewer services than the control group. Results on EDBD and EMR services show no between-group differences for the three years studied, as expected. (See Discussion section.)

Table VI

BILINGUAL LONGITUDINAL EXPERIMENTAL STUDY
 Percentages (Number) of 1976-77 Bilingual (Spanish) INREAL and
 Control Group Receiving Special Services in the Following Three Years:

1977-78			
	<u>INREAL</u>	<u>Control</u>	<u>P</u>
Speech-Language	5% (2)	42% (13)	.001*
Resource Room	9% (4)	23% (7)	.113
Retention-in-Grade	7% (3)	10% (3)	.675
EDBD	2% (1)	0	
EMR	0	0	
1978-79			
	<u>INREAL</u>	<u>Control</u>	<u>P</u>
Speech-Language	5% (2)	43% (13)	.001*
Resource Room	10% (4)	53% (16)	.001*
Retention-in-Grade	2% (1)	20% (6)	.013*
EDBD	2% (1)	3% (1)	.808
EMR	0	0	
1979-80			
	<u>INREAL</u>	<u>Control</u>	<u>P</u>
Speech-Language	0	43% (9)	.001*
Resource Room	6% (2)	47% (10)	.001*
Retention-in-Grade	0	5% (1)	.199
EDBD	3% (1)	5% (1)	.726
EMR	3% (1)	5% (1)	.726

*significant

The bilingual (Spanish) total number of special services data indicate that INREAL was effective in preventing later language-related learning problems (Speech-Language and Resource Room) and reducing retentions-in-grade for the three years studied. Results on EDBD and EMR services show no between-group differences for the three years studied, as expected. (See Discussion section.)

Table VII

BILINGUAL LONGITUDINAL EXPERIMENTAL STUDY
Total Number of Special Services to 1976-77 Bilingual (Spanish)
INREAL and Control Group

TOTAL 1977-80			
	<u>INREAL</u>	<u>Control</u>	<u>p</u>
Speech-Language	4	35	.001*
Resource Room	10	33	.003*
Retention-in-Grade	4	10	.002*
EDBD	3	2	.332
EMR	1	1	.750

*significant

3. Cost Effectiveness Study

The longitudinal percentage data for the overall group from Table IV and the bilingual (Spanish) group from Table VI were translated into per pupil cost, as based on Colorado Department of Education average instructional costs for special services for each of the three years studied, 1977-80.* The per pupil instructional cost for the 1976-77 INREAL program was also determined.

*See Appendix A for Colorado Department of Education costs and cost computation.

Results

A. Overall Analysis

Table VIII

Per Pupil Cost Of Three Year Follow Up Special Services
For 1976-77 INREAL and Control Group*

1977-78			
	<u>INREAL</u>	<u>Control</u>	<u>Dif.</u>
Speech-Language	\$ 50.40	\$121.80	\$ 71.40
Resource Room	167.58	279.30	111.72
Retention-in-Grade	61.00	167.75	106.75
EDBD	23.67	xxx	-23.67
EMR	xxx	xxx	xxx
			\$266.20**
1978-79			
	<u>INREAL</u>	<u>Control</u>	<u>Dif.</u>
Speech-Language	\$ 69.30	\$153.45	\$ 84.15
Resource Room	200.40	561.12	360.72
Retention-in-Grade	61.00	152.50	91.50
EDBD	49.04	73.56	24.52
EMR	xxx	19.82	19.82
			\$580.71
1979-80			
	<u>INREAL</u>	<u>Control</u>	<u>Dif.</u>
Speech-Language	\$ 57.00	\$142.50	\$ 85.50
Resource Room	193.59	516.24	322.65
Retention-in-Grade	35.20	35.20	xxx
EDBD	25.37	76.11	50.74
EMR	66.12	44.08	-22.04
			\$436.85
Total Dif. = \$1,283.76			

*based on Colorado Dept. of Education cost

**N.B. per pupil INREAL 1976-77 instructional cost was \$175

These results show that INREAL intervention made a \$1,283.76 per pupil difference and cost saving for the three years studied.

B. Bilingual (Spanish) Analysis.

Table IX

Per Pupil Cost Of Three Year Follow-Up Special Services
for 1976-77 Bilingual INREAL & Control Group*

1977-78			
	INREAL	Control	Dif.
Speech Language	\$ 21.00	\$176.40	\$155.40
Resource Room	167.58	428.26	260.68
Retention-in-Grade	106.75	152.50	45.75
EDBD	47.34	xxx	- 47.34
EMR	xxx	xxx	xxx
			\$414.49**
1978-79			
	INREAL	Control	Dif.
Speech Language	\$ 24.75	\$212.85	\$188.10
Resource Room	200.40	1,062.12	861.72
Retention-in-Grade	30.50	305.00	274.50
EDBD	49.04	73.56	24.52
EMR	xxx	xxx	xxx
			\$1,348.84
1979-80			
	INREAL	Control	Dif.
Speech Language	xxx	\$ 245.10	\$ 245.10
Resource Room	\$ 129.06	1,010.97	881.91
Retention-in-Grade	xxx	88.00	88.00
EDBD	76.11	126.85	50.74
EMR	66.12	110.20	44.08
			\$1,309.83
TOTAL DIF. =			\$3,073.16

*based on Colorado Dept. of Education cost

**N.B. per pupil INREAL 1976-77 instructional cost was \$175

These results show that INREAL intervention made a \$3,073.16 per bilingual (Spanish) pupil difference and cost saving for the three years studied.

Discussion

1. Experimental Study 1976-77.

A. Overall Analysis

The Experimental Study included data on the INREAL (experimental) and Control subjects from matched classrooms. The size of the original INREAL sample pool ($N = 518$) was reduced ($N = 105$) because of random selection and pretest testing absences. Analysis of covariance was used with pretest scores as the covariant to control for any sampling bias.

The overall preschool and kindergarten data show that INREAL treatment increases children's language development significantly, as evidenced by the marked gains in experimental Total test scores and in seven of the eight subtest scores (see Table II).

The non-significant finding for the preschool group on the Identification (vocabulary) subtest seems to reflect the more limited vocabulary competence of a preschool population since results on the same subtest for the older (kindergarten) group were significantly different in the INREAL direction.

B. Bilingual (Spanish) Analysis.

The Total test scores for the bilingual (Spanish) preschool and kindergarten group show that INREAL treatment increases bilingual children's general language development (see Table III). The preschool Comprehension results indicate that INREAL was effective in improving the receptive language (syntax) of the subgroup. The kindergarten Identification results indicate that INREAL increases the vocabulary skills of the subgroup. The absence of significant between-group differences on the preschool Identification, Articulation and Repetition subtests and on the kindergarten Articulation, Comprehension and Repetition subtests may reflect the small number in the bilingual subgroup.

2. Longitudinal Experimental Study 1977-80.

A. Overall Analysis

The project was interested in determining if treatment had long-term educational significance for the experimental group. The longitudinal procedure used was to examine the incidence of special remedial services in the INREAL and Control groups for the three years after treatment to the experimental group was ended.

The finding that the experimental group required substantially fewer Speech-Language, Resource Room (remedial reading and PCLD) and Retention-in-Grade special services for the three years studied is evidence that INREAL demonstrated prevention effectiveness with the target population of mild-to-moderate early childhood language handicapped children. (See Tables IV and V.)

The non-significant finding for Resource Room special services in 1977-78 may be a reflection of the low incidence of remedial reading and PCLD placement at the primary school level. (See Table IV.)

The 1987-80 Retention-in-Grade results may also be a reflection of low incidence. On the other hand, the 1977-78 Retention-in-Grade findings of somewhat higher incidence seem to support the Colorado educational policy that retention-in-grade at the earliest possible level is preferred.

Results on the EDBD and EMR services show no between-group differences for the three years studied. These results were expected because EDBD and EMR are self-contained special education classrooms serving more involved handicapped populations than the INREAL target population. Also, the incidence of these services was low.

B. Bilingual (Spanish) Analysis

The finding that the experimental group required substantially fewer Speech-Language, Resource Room (remedial reading and PCLD) and Retention-in-Grade total special services for the three years studied is evidence that INREAL demonstrated prevention effectiveness with the bilingual (Spanish) group of children despite the small sample size. (See Table VII.) The non-significant finding for the 1977-78 Resource Room special services reflects similar findings for the overall group as discussed above. The Retention-in-Grade findings for each of the three years studied may reflect not only the small sample size but also the Colorado educational policy to retain-in-grade at the earliest possible level (See Table VI).

Results on the EDBD and EMR services for the bilingual (Spanish) group show no between-group differences for the three years studied. As discussed above, the results were expected because these are low incidence classrooms serving more involved handicapped populations than the INREAL target population.

3. Cost Effectiveness Study.

The per pupil costs for the special services delivered in 1977-80 were calculated from the longitudinal percentage findings in Table IV and Table VI and were based on average instructional costs for special services from the Colorado Department of Education. The cost analyses show that INREAL treatment effected considerable per pupil dollar savings for each of the three years studied and that the per pupil cost of INREAL treatment was absorbed within one year after treatment had ended. (See Table VIII.)

The bilingual per pupil costs for 1977-80 special services show that INREAL treatment effected even greater dollar savings for each of the three years studied, i.e., that INREAL treatment results in quality bilingual education for bilingual (Spanish) children. (See Table IX.) Again, the cost of the INREAL treatment was absorbed within one year after treatment had ended.

Summary

It is felt that INREAL has been tested widely enough under sufficiently diverse circumstances to give assurance that INREAL treatment is effective in increasing children's language development. The longitudinal and cost findings demonstrate that INREAL is effective as an early identification and early intervention program in the prevention of later, more costly language-related learning problems with 3-5 year old language handicapped and bilingual (Spanish) children. Therefore, we feel justified in urging educational administrators to support early childhood INREAL intervention as efficacious.

Appendix A

Average Colorado Department of Education Per Pupil Cost
For Special Services

	1977-78	1978-79	1979-80
1. Speech-Language	\$ 420	\$ 495	\$ 570
2. Remedial Reading	730	800	875
3. PCLD	1,132	1,204	1,276
4. Resource Room (2+3)	1,862	2,004	2,151
5. EDBD	2,367	2,452	2,537
6. EMR	1,760	1,982	2,204
7. Retention-in-Grade	1,525	1,525	1,760

Computation of Per Pupil Costs in Longitudinal Analysis

The first line of results from Table IV will be used to provide an example of the calculation of per child longitudinal costs for special services:

	1977-78		
	<u>INREAL</u>	<u>CONTROL</u>	<u>P</u>
Speech-Language	12% (13)	29% (31)	.002

The aim of the analysis is to determine the relative costs of special services required by the average pupil in the INREAL and CONTROL groups for each of the three years. If the groups were of equal size, these relative costs could be calculated based on the relative numbers of INREAL and CONTROL pupils receiving services. However, since the groups differed in size, the relative percentages were used as a base for computing average per child costs.

To compute average costs for 1977-78, the per child cost of Speech-Language for 1977-78 (\$420) is multiplied by the percentage of children in each group receiving Speech-Language (12% for INREAL; 29% for CONTROL) yielding \$50.40 for INREAL and \$121.80 for CONTROL for a difference of \$71.40. These costs represent per child costs of services, given the relative likelihood (probability) that children in the INREAL vs CONTROL group will require these services. The expected cost per child for the CONTROL group is therefore higher because a greater proportion of CONTROL pupils required Speech-Language services.

Likewise, the difference in cost represents a per child difference, i.e., for each child given INREAL treatment, the data show a savings of \$71.40 over a child not given treatment. The \$71.40 savings occurred in the Speech-Language services area in the first year. Additional savings accrued from other services, and in subsequent years, as shown in Table IV.

BILINGUAL SPECIAL EDUCATION PROGRAMS:

A NATIONAL NEEDS STUDY

by

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Introduction

As most bilingual educators know, World War I and the surge of nationalism which followed it created a distrust of foreigners and foreign languages in the United States. As a result the various forms of bilingual schooling that had existed came to a halt. Bilingual education began again in 1963 and 1964 with Spanish-English programs in Florida and Texas.¹ Today hundreds of programs exist serving approximately 80 languages and dialects.²

The rapid development of bilingual education programs to some degree paralleled important changes involving the education of the handicapped. Heiny (quoted by Lance) summarized the major developments in the treatment of the handicapped as follows.

1. treatment through segregation and restriction of resources for survival appropriate for people called different,
2. caring for people regarded as different by providing resources required for their physical existence, and
3. instructing such people so that they may be incorporated into existing dominant social systems.³

The movement to incorporate handicapped individuals into the "dominant social systems" of the general society still has far to go especially where children are concerned. Nevertheless, the attention focused in recent years on both limited-English-proficient children and handicapped children has demonstrated a need for bilingual special education programs. The most important public policy revisions have resulted primarily from landmark litigation and legislation.

The Brown Decision

The Brown v. Board of Education of Topeka decision (1954) had important implications for limited-English-proficient children and handicapped children alike. In that decision, the U.S. Supreme Court unanimously overturned the long-standing "separate-but-equal" doctrine and ruled that separate educational facilities are inherently unequal and have no place in public education.⁴ Much of the Constitutional basis of the ruling was the Fourteenth Amendment which makes the Bill of Rights applicable to the states. Therefore, when a state attempts to provide a benefit, such as education, to its people, it must provide it to all of them unless there is a compelling reason not to do so. Thus, the Brown decision was not only important to Blacks, who were plaintiffs in the case, but to others as well. Among those affected have been thousands of limited-English-proficient children and handicapped children for whom educational opportunities have increased substantially.⁵

The Expansion of the Rights of Limited-English-Proficient Handicapped Children

Until recently, most handicapped children have been categorized educationally on the basis of their handicaps without regard for unique linguistic and cultural needs.⁶ However, none of the legal victories pertinent to limited-English-proficient children become void due to a handicapping condition. Nevertheless, despite state and federal bilingual education acts and the 1974 Lau v. Nichols decision, which had the effect of making school districts responsible for meeting the needs of limited-English-proficient children, few resources, financial or otherwise, have gone toward serving children in need of bilingual special education. This may change, however, as a result of litigation and legislation directly involving handicapped children.

In a number of decisions the courts ruled in favor of individuals who were denied educational opportunities because of handicapping conditions and

minority children who were assigned to special education classes, especially classes for the mentally retarded, in disproportionately large numbers.⁷ These cases had significant implications regarding the testing and placement of minority children; moreover, they prepared the way for important state and federal legislation.

The most significant single piece of legislation passed thus far for handicapped children was Public Law 94-142, the Education for All Handicapped Children Act of 1975. Some of the more important provisions where minority children are concerned include the requirement that assessment for placement in special education classes be conducted in the native language of the child and that more than one assessment procedure be employed. This law also prohibits discrimination on the basis of handicap in federally funded programs and activities, and requires each state to provide a free and appropriate public education for all handicapped children. Since a free education is required, school districts are becoming more involved in special education than ever before, and the term "appropriate" means the development of a written, individualized education program, or IEP, for each child.⁸

According to the Office of Civil Rights, meeting individual needs includes meeting those that are due to linguistic and cultural factors.⁹ Hence, P.L. 94-142 either states or implies a need for a variety of bilingual-bicultural services ranging from communication with the home to evaluation, program planning and instruction. This, in turn, implies a need for a whole new approach to the training of special educators.

The Study

The study which is the primary topic of this paper was sponsored by the BUENO Bilingual Education Service Center and the Center for Bilingual/Multicultural Education Research and Service, both of the University of Colorado, demonstrated the extent of that need for bilingual special education programs

in U.S. school districts funded through Title VII and had important implications concerning what will be required in order to create large numbers of high quality programs.¹⁰

The Problem and Procedures

The general problem of this study was that large numbers of limited-English-proficient children who are also handicapped lack educational programs suited to their specific needs. They must be in a special education program where attention is focused primarily on needs resulting from the handicapping condition rather than linguistic and cultural needs, or in a regular bilingual education program in which case the focus is reversed. The logical solution is to create bilingual special education programs staffed with personnel equipped to deal with needs arising from handicapping conditions as well as linguistic and cultural factors.

The specific problem dealt with in this study stemmed logically from the general problem was twofold in nature: 1) to ascertain how extensive the need to develop bilingual special education programs was in school districts funded through Title VII of the Elementary and Secondary Education Act, and 2) to identify the services, resources and teacher competencies most needed in order to create high quality programs.

The nature and scope of the general problem suggested a national study using questionnaires, and this was accomplished. The questionnaire was based primarily on a thorough review of the literature and validated by experts in bilingual education and special education. Moreover, it was worded so as to provide answers to the twelve sub-problems of the study which were stated in order to arrive at specific findings and conclusions. The data pertinent to the sub-problems included statistical tests of 66 null hypotheses. (A one-way analysis of variance and t-tests were used to test the null hypotheses.) Their results aided in analysis and interpretation of the data.

The sample was large and representative. It consisted basically of bilingual education directors and special education directors in 50 percent of the school districts in the U.S. which received Title VII funds. The districts in the sample were selected randomly by state, and every state which received at least one Title VII grant was included in the study. The percentage of directors who returned questionnaires was high. One or both of the directors returned them in 93.24 percent of the districts surveyed.

Findings, Conclusions and Recommendations

The study resulted in many findings, conclusions and recommendations. The more important ones are summarized as follows:

1. Findings of this study indicated that the concept of bilingual special education must be considered to be a very viable educational alternative. The concept received a positive endorsement from both directors of bilingual education and special education in urban, suburban and rural school districts. Collectively the respondents rated bilingual special education as being "an excellent idea."

2. Despite the positive endorsement given by the respondents to the concept of bilingual special education, only 31 to 32 percent of the school districts which received Title VII funds had or were planning programs which would be operational within two years. Programs were located which served only 17 of the approximately 80 language groups served by regular bilingual programs. Moreover, many existing programs were not equipped to serve all of the limited-English-proficient, handicapped children in the district. A higher percentage of urban districts had programs than did rural districts. Likewise, a higher percentage of rural districts had programs than did suburban districts. However, great percentage differences did not separate the three categories. Therefore, it was recommended that the quantity of bilingual special education programs in urban, rural and suburban districts be increased

greatly and that the quality of existing programs be improved.

3. Most, but certainly not all, bilingual education programs were located in states with large numbers of limited-English-proficient children. However, in most of those states, one-third or fewer of the districts funded through Title VII offered programs. The exceptions were a few states in the Midwest and New England. Massachusetts was reported as being particularly responsive to the needs of limited-English-proficient, handicapped children in terms of the percentage of districts with programs relative to the number of districts funded through Title VII, the range of languages served, and the availability of training facilities for bilingual special educators. Therefore, it was recommended that other states follow the example set by Massachusetts.

4. Most, but not all, states in which bilingual special education programs were found had one or more colleges or universities which offered a training program for bilingual special educators. However, only approximately one-third of the districts surveyed were served by a college which offered such a program, and many of those programs only trained personnel to work with children in a limited number of categories with respect to the handicapping condition involved. Therefore, it was recommended that the quantity of training facilities for bilingual special educators be greatly increased and the quality of existing facilities be improved.

5. Several language minorities were often served by a single district, and 40 of the 45 counted as having programs served Spanish-speaking children. Therefore, it was recommended that a federal agency or group of agencies such as the Dissemination and Assessment Centers or the Materials Development Centers make provisions for helping individual districts meet the unique needs of their limited-English-proficient handicapped children so that ideas and materials from various programs could be shared.

6. Of the resources and personnel identified as being necessary in order to create high quality bilingual special education programs, bilingual audiologists were most difficult for the districts to find. The following were rated as "very difficult to locate:" bilingual speech therapists, bilingual psychologists, bilingual special educators, curricular plans for bilingual special education and instructional materials for bilingual special education. The following items and personnel were rated as being "somewhat difficult to locate:" appropriate measures of intellectual ability for linguistically and culturally different children, bilingual counselors, and bilingual lay personnel to work with handicapped children. Therefore, it was recommended that training facilities for bilingual educators give priority to training bilingual audiologists and developing or training the resources and personnel listed above as being "very difficult to locate." It was also recommended that those training facilities place secondary emphasis on training bilingual counselors and that test makers continue to improve existing instruments and develop new ones for assessing the intellectual capabilities of children from differing linguistic and cultural backgrounds.

7. In training programs for bilingual special educators, all of the competencies and attitudes identified in this study should be emphasized, but primary emphasis should be placed on those rated by the respondents as being "of extreme importance." They included: 1) the desire to work with limited-English-proficient, handicapped children; 2) the development of knowledge of and sensitivity toward the language group to be served; 3) knowledge of methods for dealing effectively with the parents of limited-English-proficient, handicapped children; 4) knowledge of instructional methods for teaching English to limited-English-proficient, handicapped children; and 5) the ability to develop individual curricular and instructional plans for limited-English-proficient, handicapped children.

8. The concept of bilingual special education was rated as being beneficial for children with all of the identified handicapping conditions; however, it was rated as being more beneficial for the less severely handicapped than the more severely handicapped. Therefore, it was recommended that, in general, children with less severe handicaps be given top priority with regard to program development. Most students in the following categories would be examples: hard of hearing, learning disabled, mildly mentally retarded, orthopedically handicapped speech impaired, visually handicapped, and other health impaired (this term refers to a range of chronic or acute problems causing poor health).

9. Six alternatives were identified for this study for the delivery of bilingual special education to children in need of it. They included: 1) a special institution, 2) self-contained bilingual special education classrooms in regular schools, 3) bilingual special education resource rooms in regular schools where students spend a portion of the day to supplement instruction in regular bilingual classes, 4) help from an itinerant bilingual special education teacher to supplement regular bilingual classroom instruction, 5) paraprofessional help, and 6) attending regular bilingual classes with minimal extra support services. Based on the findings, it was recommended that all six options or combinations of those options be made available whenever appropriate. Usually a range of two or three of the above alternatives were reasonable for different children with the same handicap. However, in terms of program development, top priority should be given to the bilingual resource room for less severely handicapped children and the self-contained bilingual classroom for more severely handicapped children. Those options were rated as most often appropriate for the majority of the pupils in need of bilingual special education programs.

10. Bilingual education directors were more favorable toward the concept

of bilingual special education for students with every identified handicapping condition than were the special education directors, but, in general, they preferred a more restrictive educational environment than the special education directors did. For example, for the mildly mentally retarded, the bilingual education directors rated the self-contained bilingual classroom as most often appropriate, whereas the special education directors deemed the bilingual resource room to be the preferred option. Therefore, it was recommended that more coordination and consultation take place between people in the fields of bilingual education and special education, particularly directors in those two areas in the same school district.

11. It was recommended that experimental, quasi-experimental and ethnographic research techniques should be used in a variety of areas associated with bilingual special education programs.

Obviously, much remains to be accomplished if the educational potential of limited-English-proficient, handicapped children throughout the country is to be realized. This study demonstrated the need for a broad range of services and resources and lent credence to the idea that program building in the area of bilingual special education must of necessity be an individualized and multifaceted process.

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WHAT HISPANIC EDUCATORS, COUNSELORS, PSYCHOLOGISTS AND PARENTS
BELIEVE OTHERS SHOULD KNOW ABOUT THE HISPANIC CULTURE IN ORDER
TO WORK MORE EFFECTIVELY WITH HISPANIC STUDENTS AND
THEIR PARENTS

Dr. Herbert Grossman
San Jose State University

It is an unfortunate fact that despite the numerous court decisions and federal laws of the 1970's, the following facts are still true today.

1. Many school systems provide an inadequate and irrelevant education to Hispanic students.
2. As a result, a large percentage of Hispanic students do not succeed in school.
3. Rather than acknowledging the failure of the school systems, many school officials tend to blame the Hispanic students by mislabelling them as mentally retarded, learning disabled, emotionally disturbed, or behavior disturbed and misplacing them in special education programs for the handicapped.

One fact which permits this situation to continue is the lack of educators who are both fluent enough in Spanish and knowledgeable enough about the Hispanic culture to accurately evaluate both Hispanic students and their school systems in order to determine the true cause of these students' problems. It is also unfortunate that many of the Hispanic students who truly require special education services are not receiving them, again because of the lack of culturally and linguistically competent special educators.

One of the goals of the Hispanic special education program of San Jose State University is to recruit Spanish-speaking educators and train them to accurately distinguish between Hispanic students who do and do not require special education and to provide culturally relevant services to Hispanic handicapped students and their parents. In order to prepare special educators who are able to take cultural differences into account when they identify, assess and teach Hispanic exceptional

students and counsel their parents, we are currently developing the curriculum and materials to accomplish this goal. This research project is one attempt to develop these materials.

During the first phase of the project a letter was sent to all members of the Council for Exceptional Children who have identified themselves as Hispanics, all faculty members of federally-funded inservice and preservice training programs for teachers of Hispanic exceptional students, all Hispanic students enrolled in the Hispanic Emphasis of the Special Education Department at San Jose State University, and other selected professionals, asking them to state what they thought others should know about the Hispanic culture in order to work more effectively with Hispanic students and their parents. This was to include:

- "a. specific cultural traits, with
- b. whatever qualifications such as sex, geographic locations, socioeconomic status, etc.
- c. how specifically these traits should influence the way the educator functions in identifying, assessing, teaching or counseling,
- d. any bibliographic references which would be particularly helpful."

In the letter we stated: "we are not looking to confirm prejudicial stereotypes. Nor do we want to present simplistic cultural descriptions. We are well aware that such factors as socioeconomic status, geography, sex, degree of identification with and acculturation to the dominant culture, etc., help determine whether an individual actually shares a particular cultural attribute. Yet given these qualifications, we do believe that educators would be more effective with Hispanic students and their parents if they were more knowledgeable about and more sensitive to the cultural difference which exist in our pluralistic society."

The literature, both published and unpublished, in the fields of bilingual education, multicultural education, bilingual special education, crosscultural psychology and Hispanic psychology, was reviewed for statements by Hispanics regarding how specific Hispanic cultural factors should influence the education of Hispanic students.

The responses to the letter and results of the review of the literature were included in a survey which contained both statements about Hispanic cultural factors and how specifically these factors should influence the educational process. Specific categories include: assessment, instructional techniques, motivation, classroom management and counseling.

We are now involved in the second phase of the project in which a questionnaire which elicits evaluative comments about each of these statements is being distributed to a large group of Hispanic educators, special educators, psychologists and parents as well as non-Hispanic professionals working with the Hispanic community. We hope to use the responses we obtain to study the following questions:

1. To what extent do Hispanics agree or disagree with them?

Comparisons of the responses of different Hispanic groups will be made. These groups will be differentiated in terms of:

- a. National background, i.e., Mexican, Puerto Rican, Cuban, etc.
- b. Professional discipline, i.e., psychology, special education, bilingual/bicultural education
- c. Position, i.e., teacher, administrator, teacher trainer, etc.
- d. Sex
- e. Years of experience working with Hispanic exceptional students
- f. Level and amount of training

2. Are there differences of opinions between Anglos and Hispanics?

The results of the research project will be disseminated through publications in journals, distribution through data banks in journals, distribution through data banks such as the National Clearinghouse for Bilingual Education and ERIC and presentations at professional conferences. The results will also be distributed to the various inservice and preservice training programs which prepare educators, counselors and psychologists to work with Hispanic exceptional and non-exceptional students.

Persons who are interested in participating in the survey should contact:

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PANEL PRESENTATIONS

Community and Agency Concerns
in Bilingual Special Education
Personnel Preparation

Public School Concerns
in Bilingual Special Education
Personnel Preparation

Community and Agency Concerns
in Bilingual Special Education Personnel Preparation

Participants in the first panel were Verine Cedar Face, Martha Chávez, Theresa Gonzales, and Lillian Gutiérrez. Each pointed out important aspects in personnel preparation for bilingual special education from the perspective of parents, community agencies, and educational institutions.

Verine Cedar Face mentioned several characteristics that should be stressed in teacher training programs, to ensure that bilingual special educators understand different cultures and their needs and are aware of differences in children due to culture and expressed warmth. Tact, patience and sensitivity are some of the characteristics bilingual special education teachers need when working with linguistically different handicapped children. Teachers need to learn special strategies for helping the LEP handicapped child to learn English. If the teacher speaks the child's home language, this will help to give the child a feeling of security and confidence and will improve the teacher-child and teacher-parent relationship.

Martha Chávez and Theresa Gonzales pointed out the need for teachers to recognize the feelings and apprehensions of parents of LEP handicapped children. They stressed that a partnership is necessary between professionals and parents. Parents are often a neglected therapeutic resource and are the persons who know the child best, and can help the professional in planning. Parents need the teachers/professional to understand their needs, provide concrete services for their children, to inform them of children's progress/problems, to explain tests and other technical aspects in understandable language, and in general to maintain a constant communication with parents. The non-English speaking parents need these services in their own language; at least through an interpreter if the professional does not speak the language.

Lillian Gutiérrez, from the Office for Civil Rights, discussed agency perspectives, stressing that the agency is not "out to get" a school or program, but that it is charged with the responsibility of enforcing certain statutes and with investigating complaints. She named the various laws and provisions for each (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975) which deal with equal educational opportunities for language minority and handicapped persons. She also shared some statistics from the 1978 Elementary and Secondary Education Survey: the percentage of schools that are 99-100% minority has increased since 1972; based on classroom samples, 24% of all minorities attend classrooms that are 97-100% minority; 4,155 districts were projected to have approximately 333,313 LEP students that are not being served; some 235,000 students were required to be evaluated to determine if they need special education but were not as yet evaluated.

In summary, the participants stressed that the agency, the school, and parents are all important in helping educate the LEP handicapped child. Communication and understanding from all sides is necessary, and teachers and professionals who work with these children must be sensitive to the needs of all concerned.

Public School Concerns in
Bilingual Special Education Personnel Preparation

The participants in the second panel represented the Colorado State Department of Education Special Education Unit and three Denver metropolitan area school districts bilingual as well as special education programs. All of the panelists agreed that there is a big need to improve the educational services provided to culturally and linguistically different exceptional children. There was a great deal of discussion related to the various facets of program implementation.

Dr. Myron Swize of the Colorado Department of Education indicated that there are many positive things going on in this area through efforts of individual teachers. Since there is not in Colorado a formal bilingual special education program, however, it does not appear that much is happening in this regard. Dr. Swize made a strong point of emphasizing the need for utilizing the native language and culture of the student in the classroom.

According to Dr. Swize most of the progress to this point has been made at the assessment and staffing level. An effort has been made by some school districts to hire bilingual psychologists and educational diagnosticians. There is much more sensitivity on the part of special educators to the issues related to non discriminatory assessment. A single test score no longer carries the weight it once did in the determination of a handicapping condition and a corresponding program placement.

There is still a need in some areas, however, to balance out more equitably the numbers of culturally and linguistically different children in the various special education categories. Much more work needs to be done in the area of teacher training. It is important for special education teachers to take a close look at their value system as it relates to culturally and linguistically different exceptional children. Teachers must also change their attitudes toward minority parents and involve them more meaningfully in the educational process.

Ms. Cathy Hansen a bilingual special education diagnostician for the Denver Public schools described the team approach to assessment that is used in the Denver schools. She pointed out that the assessment procedures have improved for bilingual children in the past few years. One big improvement has been the inclusion of a language dominance test. Another positive change has been the added emphasis that has been given to educational measures in the native language whenever possible. One of the big concerns Ms. Hansen expressed, however, is the fact that once the student has been tested and determined to need native language instruction it is not available in many schools. In other schools it often becomes the responsibility of the teacher aide.

Mr. Tom Maes who is the Director of Special Services for Adams County School District number one was in the unique position of having supervisory responsibility over both special education as well as bilingual education. He pointed out some of the similarities and differences in the the programs. He described the work of the minority leadership consortium a national special education group he has been associated with. This consortium dealt with the issue of bilingual special education. One of the major conclusions of this group was that the teacher who works with these children needs a strong support system. Mr. Maes felt that too much is expected from special education teachers. Adding a bilingual component makes it even more difficult for them. Thus, a strong support network is needed to get the job done. If not provided we will see much more teacher burnout.

Dr. Lydia Swize the Director of Special Education for the Boulder Schools expressed her strong support for bilingual special education. She felt that much could be done to better identify and serve these children. She pointed out the great variation that exists between districts in terms of their non English language populations. In some districts you may have only one linguistically different group such as the Spanish speaking. In other districts like Boulder you have as many as 50 to 60 different languages spoken by the students. Because of this

great language diversity Dr. Swize emphasized the need to train existing teachers rather than to try to recruit native language speakers for all the language groups.

Dr. Swize pointed out the fact that some districts including Boulder under identify bilingual children out of fear of over identifying. She stressed the need to help teachers understand the cultural differences in child rearing and how this effects student behaviors. Another parent issue that needs to be addressed is that of due process. She stressed the need for better communication with parents particularly when it comes to the issue of informed consent. If parents are going to be supportive they need to understand what it is that they are agreeing to.

The panelists and the participants engaged in lively discussions. One point that kept reoccurring was the fact that bilingual special education is a new challenge and that our old models and approaches are not enough. We must put more emphasis on professional judgement than on test scores. It was also felt that we must become more sensitive and knowledgeable of the diversity in learning styles. Above all we must be willing to work together as a team be we bilingual educators, special educators, regular classroom teachers or administrators.

8.

PROCESS ANALYSTS' REPORTS

Carole Veir

Alba Ortiz

Annette Gromfin

PROCESS ANALYSTS REPORTS

Dr. Carole Veir, Dr. Alba Ortiz and Dr. Annette Gromfin were asked to serve as process analysts for the Institute. Consequently, Dr. Veir and Dr. Ortiz offered their perceptions of the strengths/outcomes of the Institute. Moreover, they discussed issues that surfaced throughout the Institute which are in want of further explanation and development. Dr. Gromfin voiced many of the same perceptions, but added other insights.

Dr. Carole Veir

Strengths/Outcomes

- * The Institute was well-planned and organized.
- * Participants were sincere and genuinely involved.
- * The general climate of the Institute was one of amistad y amor.
- * There was a willingness to try and work together as a network.
- * A sense of worth was conveyed to participants.
- * There is a need for quarterly institutes.
- * Participants were very honest and open about the strengths and weaknesses of their own programs.
- * Participants represented a good crossing of levels and range of programs.
- * There was an establishment of an open line of communication with many new people, which facilitates future communication.
- * There was more awareness of the total framework in which we must work.
- * There was a gain of insight into one's own project.
- * The process for developing individual action plans for the participating projects was helpful.
- * More direction for one's project was obtained.
- * It provided a unique opportunity to meet important people in the field.

Issues in Need of Further Explanation and Development

- * Participants need more time together.
- * More emphasis should be placed on strengthening the parent involvement training component.
- * We need to take a look at vocational and technical education.
- * We need to look more into the evaluation and assessment of programs.
- * The various American Indian projects should be supported and encouraged to develop tribal language research and instructional materials.
- * Sessions are needed on cultural differences and similarities.
- * We need to develop a stronger link with the business community.

- * We need to look more into community support strategies.
- * It is going to take time to incorporate many of the insights gained from the Institute into one's project.

Dr. Alba Ortiz

Strengths/Outcomes

- * The Institute provided the means of interaction with colleagues.
- * Common problems in the programs were found.
- * Many resources and ideas were exchanged.
- * There was a generation of ideas.
- * The final presentation by Annette Gromfin offered great insights into institutionalization of programs.

Issues in Need of Further Explanation and Development

- * The issues of concern to bilingual special education are much broader than thought previously. Herb Grossman pointed out that culturally and linguistically different children who have exceptionalities are likely to have different sets of needs.
- * We should not be so exclusive and isolated. Instead, we need to establish communication and interaction with persons outside of our own programs, i.e. bilingual special education, regular education, linguistics, anthropology, etc.
- * We need to deal with the issues of training support staff in bilingual special education (e.g. nurses, psychologists, counselors, aides, etc.).
- * The broad and encompassing issue of who we are going to train.
- * The better we understand what we are doing the better we understand our needs as bilingual special education teacher trainers.

Concerns

- * Institutional racism is prevalent in our colleges and universities and will take much effort and time to eradicate.
- * Parent advocates are generally lacking information and need more help in becoming informed.
- * Bilingual children are being served by paraprofessionals to a large extent. A stronger emphasis should be placed on paraprofessional training, and on bilingual special education teacher training.
- * The development of teacher trainers needs upgrading.

Dr. Annette Gromfin

General Tenor of the Meetings

The environment created by BUENO-MUSEP was excellent. Participants were treated as professionals with an important job to do, while at the same time there existed a personal ambience which created a comfortable and open setting for the exchange of ideas. Information was free-flowing, easily shared and useful. The project staff was flexible to emerging needs of participants and made adjustments readily and with ease. Opinions of participants were solicited and listened to. There was a general feeling of good will and helpfulness to one another and that everyone gained from the meetings.

Content

The areas chosen for discussion seemed appropriate and useful to everyone. Speakers were well-informed, responsive to participants, and made efforts to tailor their presentations to participants' needs. All were well received.

Design/Process

There was a good effort to balance information giving and discussion sessions. If anything, the overall effort might have been a little too ambitious. This would involve some adjustments or elimination of one or two activities. It seemed apparent mostly in the small group discussions--there was uncertainty about how much to undertake and what had priority. It might have been useful to either block out definite times for action plans away from discussion periods, or wait until the end. However, the staff was responsive when this problem arose.

Technical Assistance Effort

The meeting certainly seemed to accomplish its goals. Some suggestions for future meetings might be to review the Technical Assistance project early with participants so that expectations are made clearer, and perhaps to share limits, constraints, and focus.

A good grounding for networking was started, with appreciation for its value. There is a question of where the leadership should come from for the next steps. It does not have to come from BUENO-MUSEP, but should include some creative involvement of project directors.

Summary

The meeting more than accomplished its goals. Everyone on the MUSEP staff was terrific! A wonderful environment for shared learning was created during the whole meeting and this allowed everyone to participate. The hospitality and personal concern of the staff was wonderful.

SUMMARY OF EVALUATION

Summary of Evaluation

The institute received an outstanding evaluation from the participants. The average score for the seventeen items listed on the evaluation form was 3.54 on a scale of 4.00. Goal number 16 (This institute helped me prioritize the program management needs of my project) received the highest rating of 3.81. Goal number 13 (This institute familiarized me with a variety of approaches for bilingual special education personnel preparation) received the lowest rating of 3.03. The following table shows the ratings for each goal.

<u>ITEM</u>	<u>AVERAGE</u>	<u>NO RESPONSE</u>
5	3.75	3
6	3.79	1
7	3.60	0
8	3.63	0
9	3.67	0
10	3.23	0
11	3.60	0
12	3.27	0
13	3.03	0
14	3.11	1
15	3.43	1
16	3.81	4
17	3.64	4
18	3.60	5
19	3.60	5
20	3.67	3
21	3.75	3

Items 5 - 21 are listed below:

5. This institute met the needs of my project.
6. This institute expanded my resources to train bilingual/multicultural personnel.
7. This institute allowed for adequate interaction with my professional peers.
8. This institute identified future needed competencies and relevant topics for me.
9. This institute identified future needs of bilingual special education.
10. This institute updated me in the future direction of federal funding.
11. This institute updated me on current as well as needed research.
12. This institute outlined school and community concerns of bilingual special education personnel preparation.
13. This institute familiarized me with a variety of approaches for bilingual special education personnel preparation.
14. This institute helped me prioritize the instructional needs for my project.
15. This institute helped me prioritize the research needs for my project.
16. This institute helped me prioritize the program management needs of my project.
17. This institute helped me formalize a realistic action plan for the instructional needs of my project.
18. This institute helped me formalize a realistic action plan for the research needs of my project.
19. This institute helped me formalize a realistic action plan for the program management needs of my project.
20. This institute facilitated formal and informal networking among the projects in the Western Region.
21. I learned a great deal at this institute.

There were many positive statements relating to strengths of the institute. These comments included the organization, sharing environment, networking, research, interaction and staff of the institute. Items related to weaknesses of the institute included panels, time constraints, work sessions, and the variety of topics.

Suggestions made to improve future meetings included narrowing of focus, more time for informal interaction, more needs assessments of participants before institute, and sharing of research projects and abstracts.

APPENDICES

Institute Agenda

List of Participants

Work Session Handouts

Project Abstracts

Supplemental Handouts



BUENO

CENTER FOR MULTICULTURAL EDUCATION

Education Building, Campus Box 249
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Boulder, Colorado 80309
(303) 492-5416

Bilingual Special Education Working Institute

January 5-8, 1981
University Club
University of Colorado

AGENDA

TUESDAY, JANUARY 5, 1982

1:00 - 2:30 pm	Orientation and Reception for Facilitators	Dining Hall
5:00 - 8:00 pm	Registration for Participants	Faculty Lounge

WEDNESDAY, JANUARY 6, 1982

7:30 - 8:30 am	Registration for Participants	Faculty Lounge
8:00 - 10:00 am	<u>FIRST GENERAL SESSION</u>	Dining Hall

Presiding - Michael Kalk (University of Colorado)

Welcome - Richard Turner (Dean, School of Education,
University of Colorado)

Overview - Leonard Baca (University of Colorado)

Keynote Address - Herb Grossman (San Jose State University)
"Clarification of Past and Future Bilingual Special Education
Training Needs and the Development of a Plan of Action"
(Followed by question-and-answer period)

10:00 - 10:30 am	Coffee Break	TV Lounge
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10:30 - 11:45 am	<u>FIRST WORK SESSION</u>	
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Group I - Fernando Soriano, Facilitator	Terrace Room
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Group II - Chuck Zartman, Facilitator	Garden Room
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Group III - Gene Chávez, Facilitator	Faculty Lounge
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11:45 - 1:00 pm	<u>GROUP LUNCHEON</u>	Dining Hall
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AGENDA - Page 2

1:00 - 2:30 pm	<u>SECOND GENERAL SESSION</u>	Dining Hall
	Presiding - Alba Ortiz (University of Texas/Austin)	
	Work Session Group Reports	
	Keynote Address - Jephtha Greer (Council for Exceptional Children) "The Future of Bilingual Special Education: A Legislative and Funding Update and the Implications for Personnel Preparation" (Followed by question - and-answer period)	
2:30 - 3:30 pm	<u>SECOND WORK SESSION</u>	
	Group I - Fernando Soriano, Facilitator	Terrace Room
	Group II - Chuck Zartman, Facilitator	Garden Room
	Group III - Gene Chávez, Facilitator	Faculty Lounge
3:30 - 4:00 pm	Work Session Group Reports and Coffee	Dining Hall
4:00 - 5:00 pm	<u>CURRENT RESEARCH IN BILINGUAL SPECIAL EDUCATION</u>	Faculty Lounge
	Gary McLean (Jefferson County Schools) Herb Grossman (San Jose State University)	
	All participants are encouraged to share their experiences	
5:00 - 6:30 pm	Free Time	
6:30 - 7:30 pm	<u>DINNER</u>	Dining Hall
	Keynote Address - Roberto Mondragón (Lt. Governor of New Mexico) (Followed by question-and-answer period)	
7:30 - 9:30 pm	<u>RECEPTION</u> (Hosted by the Center for Multicultural Education)	Faculty Lounge
	Music by Los Pregones Jarocho de Lara, Roberto Mondragón	

THURSDAY, JANUARY 7, 1982

8:00 - 10:00 am	<u>THIRD GENERAL SESSION</u>	Dining Hall
	Presiding - Jim Bransford (University of Colorado)	
	Keynote Address - Alfonso Prieto (Arizona State University) "Bilingual Special Education Research Needs: The Development and Implementation of a Proactive Research Effort" (Followed by question-and-answer period)	
10:00 - 10:30 am	Coffee Break	TV Lounge

AGENDA - Page 3

- 10:30 - 12:00 pm THIRD WORK SESSION
- Group I - Fernando Soriano, Facilitator Terrace Room
- Group II - Chuck Zartman, Facilitator Garden Room
- Group III - Gene Chávez, Facilitator Faculty Lounge
- 12:00 - 1:00 pm GROUP LUNCHEON Dining Hall
- FOURTH GENERAL SESSION Dining Hall
- Presiding - Ray Howe (Black Hills State College)
- 1:00 - 1:30 pm Work Session Group Reports
- 1:30 - 2:30 pm FIRST PANEL: "Community and Agency Concerns Regarding Bilingual Special Education Personnel Preparation"
- Panelists: Lillian Gutiérrez (Office for Civil Rights)
Verine Cedar Face (Black Hills State College)
Theresa Gonzales (Denver Association of Retarded Citizens)
Martha Chávez (D.A.R.C.)
Lucy Cruz (Denver Public Schools)
- 2:30 - 3:30 pm SECOND PANEL: "Public School Concerns Regarding Bilingual Special Education Personnel Preparation"
- Panelists: Tom Maes (Mapleton School District)
Moisés Martínez (Denver School District #1)
Lydia Swize (Boulder Valley Schools)
Myron Swize (Colorado Department of Education)
- 3:00 - 3:30 pm Coffee will be available in the Dining Hall
- 3:30 - 5:00 pm Presiding - Rosalie Martínez (Bueno BESC, Univ. of Colorado)
- Keynote Address - Phil Chinn (Council for Exceptional Children)
"Decision-Making and Problem-Solving with Parents of Linguistically Different Handicapped Children"
(Followed by question-and-answer period)
- 5:00 - 6:00 pm INFORMAL LANGUAGE GROUP MEETINGS
- "Asian and Pacific Island Language Projects" Terrace Room
Phil Chinn, Facilitator
- "American Indian Language Projects" Garden Room
Ray Howe, Facilitator
- "Spanish Language Projects" Faculty Lounge
Elsa Brizzi (LA County Education Center), Facilitator
- 6:00 pm on Free Time

AGENDA - Page 4

FRIDAY, JANUARY 8, 1982

8:00 - 9:00 am	<u>FIFTH GENERAL SESSION</u>	Dining Hall
	Keynote Address - Annette Gromfin (University of Southern California at Los Angeles)	
	"Program Development/Management and Problem-Solving Strategies"	
	(Followed by question-and-answer period)	
9:00 - 10:00 am	<u>FOURTH WORK SESSION</u>	
	Group I - Fernando Soriano, Facilitator	Terrace Room
	Group II - Chuck Zartman, Facilitator	Garden Room
	Group III - Gene Chávez, Facilitator	Faculty Lounge
10:00 - 10:30 am	Coffee Break	TV Lounge
10:30 - 12:00 pm	<u>CLOSING SESSION</u>	Dining Hall
	Work Session Group Reports	
	Refining of Instruction, Research, and Management Action Plans	
	Summary Report by Process Analyst - Annette Gromfin	
	Recommendations for Bueno/MUSEP	
12:00 - 1:00 pm	<u>GROUP LUNCHEON</u>	Dining Hall
1:00 pm	Close of Institute	

BILINGUAL SPECIAL EDUCATION
WORKING INSTITUTE

List of Participants

January 5-8, 1982
Boulder, Colorado

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Name

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Work Session Handouts

BILINGUAL SPECIAL EDUCATION PRELIMINARY ASSESSMENT

1. How long have you been receiving Title VII funds for your Bilingual Education Program?

2. How many FTE's are assigned to your program?

3. How many Research Assistantships are assigned to your program?

How many Teaching Assistantships are assigned to your program?

Please specify any other types of assistants and their numbers who are a part of your program (e.g., tutors).

4. How many students are currently enrolled in your program (both graduates and undergraduates)?

GRADUATES _____ UNDERGRADUATES _____

5. Please put a check mark next to the type(s) of financial support you offer both your graduates and undergraduates.

GRADUATES: _____ Federal
 _____ State
 _____ Other _____

UNDERGRADUATES: _____ Federal
 _____ State
 _____ Other _____

6. How many B.A., M.A. and Ph.D. students do you usually graduate per year?

B.A. _____ M.A. _____ Ph.D. _____

7. Of those who have graduated from your program, how many have been employed in the areas of:

_____ Bilingual Special Education	_____ B.A.	_____ M.A.	_____ Ph.D.
_____ Bilingual Education	_____ B.A.	_____ M.A.	_____ Ph.D.
_____ Special Education	_____ B.A.	_____ M.A.	_____ Ph.D.
_____ Other	_____ B.A.	_____ M.A.	_____ Ph.D.

8. Of those B.A., M.A. and Ph.D. students who have graduated, how many did major work in the following areas?

1. Educable Mentally Retarded - EMR	_____ B.A.	_____ M.A.	_____ Ph.D.
2. Mentally Retarded-Sev. Prof. - MR-SVH	_____ B.A.	_____ M.A.	_____ Ph.D.
3. Learning Disabled - LD	_____ B.A.	_____ M.A.	_____ Ph.D.
4. Emotionally Disturbed-Moderate - ED-MOD	_____ B.A.	_____ M.A.	_____ Ph.D.
5. Emotionally Disturbed-Severe - ED-SVH	_____ B.A.	_____ M.A.	_____ Ph.D.
6. Other Health Impaired - OH	_____ B.A.	_____ M.A.	_____ Ph.D.
7. Orthopedically Impaired - OI	_____ B.A.	_____ M.A.	_____ Ph.D.
8. Visually Handicapped - VH	_____ B.A.	_____ M.A.	_____ Ph.D.
9. Speech Impaired - SI	_____ B.A.	_____ M.A.	_____ Ph.D.
10. Hard of Hearing - HH	_____ B.A.	_____ M.A.	_____ Ph.D.
11. Deaf - D	_____ B.A.	_____ M.A.	_____ Ph.D.
12. Deaf-Blind - D/B	_____ B.A.	_____ M.A.	_____ Ph.D.
13. Full Spectrum-General - FS	_____ B.A.	_____ M.A.	_____ Ph.D.
14. Cross Categ. Mild-Mod - C-M	_____ B.A.	_____ M.A.	_____ Ph.D.
15. Cross Categ. Sev. Prof. - OSH	_____ B.A.	_____ M.A.	_____ Ph.D.

9. Please put a check mark below the department(s) your undergraduate/graduate students usually take courses from. (either as electives or required):

LANGUAGE (e.g., Spanish, Asian, American Indian, (i.e., Navajo, Crow) etc.)	ANTHROPOLOGY	ASIAN STUD.	AMERICAN INDIAN STUDIES	CHICANO STUDIES
---	--------------	-------------	-------------------------------	--------------------

Undergraduate	()	()	()	()	()
Graduate	()	()	()	()	()

ETHNIC STUDIES	BILINGUAL EDUCATION	LINGUISTICS (e.g., language acquisition using native language)
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Undergraduate	()	()	()
Graduate	()	()	()

- *10. Specifically, which courses do your students (undergraduates or graduates) usually take outside your department or program, which are culturally and/or linguistically relevant? Please list them below:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

11. Please list the titles of courses offered through your program. (If available, Please include a description of your program with this assessment form, e.g., brochure.)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- * Please attach any printed information or handouts you may have that pertains to question #10.

Assessment of Instructional Needs

Objective I: Each participant will specify at least one need within the categories listed below.

Objective II: Each participant will rank order the following categories for their own project.

Ranking

- A. _____ STUDENT RECRUITMENT: _____

- PROGRAM AND COURSE DESIGN:
- B. _____ Enhancing or Redesigning Existing Program: _____

- C. _____ Enhancing Existing Courses: _____

- D. _____ Developing New Courses: _____

- E. _____ Required Courses: _____

- F. _____ Elective Courses: _____

Ranking

G. _____ PRACTICUM EXPERIENCE: _____

H. _____ CERTIFICATION ISSUES: _____

I. _____ FACULTY INSERVICE: _____

J. _____ OTHER: _____

PLAN OF ACTION FOR INSTRUCTION

Prioritized Needs	Steps to be Taken	Person Responsible	Target Date

Objective: Each participant will develop a plan of action for his/her training program, based on their prioritized needs.

BILINGUAL SPECIAL EDUCATION RESEARCH NEEDS ASSESSMENT

Topic Areas	Research Questions	Suggested Researchers	Users of Research	Funding Sources	Dissemination
1. Language					
2. Culture					
3. Pedagogy					
4. Cognitive Development					
5. Affective Development					
6. Motivation					
7. Achievement					
8. Parent Involvement					
9. Staff Training					
10. Public Policy					
11. Other					

Plan of Action for Research

Page 1

Research Question(s)	Research Approach	Resources Needed	Target Audience

Objective: Each participant will formulate/refine a research question(s) and outline a general implementation framework.

Plan of Action for Research

Page 2

Research Tasks	Person(s) Responsible	Materials Needed	Target Date

Objective: Each participant will list the basic tasks to be accomplished for his/her research project, complete with persons responsible, materials needed, and target dates for completion.

Assessment of Program Development/Management Needs

Objective I: Each participant will specify his/her most immediate needs, taken from the appropriate general components.

Objective II: Each participant will rank order the Program Development/Management components in terms of priorities for their own project.

<u>Ranking</u>	<u>General Components</u>	<u>Specific Needs</u>
A. _____	Program Evaluation:	_____

B. _____	Budget Management:	_____

C. _____	Program Institutionalization:	_____

D. _____	Proposal/Report Writing:	_____

E. _____	Student Job Placement:	_____

F. _____	Dissemination Activities:	_____

G. _____	Other:	_____

PLAN OF ACTION FOR PROGRAM DEVELOPMENT/MANAGEMENT

Prioritized Needs	Steps to be Taken	Person Responsible	Target Date

Objective: Each participant will develop a management plan of action for his/her training program based on their prioritized needs.

BILINGUAL SPECIAL EDUCATION WORKING INSTITUTE
University of Colorado
January 6-8, 1982

INSTITUTE EVALUATION
(to be completed by all participants)

1. University/Agency: _____
2. Your Project Title: _____
3. Your Personal Title: _____
4. Number of years your project has been receiving federal funds for bilingual/multicultural special education: _____

<u>CIRCLE THE NUMBER CORRESPONDING TO YOUR RESPONSE:</u>	SD	D	A	SA
5. This institute met the needs of my project.	1	2	3	4
6. This institute expanded my resources to train bilingual/multicultural personnel.	1	2	3	4
7. This institute allowed for adequate interaction with my professional peers.	1	2	3	4
8. This institute identified needed competencies and relevant topics for me.	1	2	3	4
9. This institute identified future needs of bilingual special education.	1	2	3	4
10. This institute updated me in the future direction of federal funding.	1	2	3	4
11. This institute updated me on current as well as needed research.	1	2	3	4
12. This institute outlined school and community concerns of bilingual special education personnel preparation.	1	2	3	4
13. This institute familiarized me with a variety of approaches for bilingual special education personnel preparation.	1	2	3	4
14. This institute helped me prioritize the instructional needs needs for my project.	1	2	3	4
15. This institute helped me prioritize the research needs for my project.	1	2	3	4

- | | | | | |
|--|---|---|---|---|
| 16. This institute helped me prioritize the program management needs of my project. | 1 | 2 | 3 | 4 |
| 17. This institute helped me formalize a realistic action plan for the instructional needs of my project. | 1 | 2 | 3 | 4 |
| 18. This institute helped me formalize a realistic action plan for the research needs of my project. | 1 | 2 | 3 | 4 |
| 19. This institute helped me formalize a realistic action plan for the program management needs of my project. | 1 | 2 | 3 | 4 |
| 20. This institute facilitated formal and informal networking among the projects in the western region. | 1 | 2 | 3 | 4 |
| 21. I learned a great deal at this institute. | 1 | 2 | 3 | 4 |
| 22. What were the strongest aspects of this institute? | | | | |
| 23. The weakest? | | | | |
| 24. How could it be improved for next year? | | | | |

SD-Strongly Disagree
D-Disagree
A-Agree
SA-Strongly Agree

Project Abstracts

"INFUSION": COURSE CONTENT REVISION AT FORT LEWIS COLLEGE

Linda Ekman Simmons
Fort Lewis College
Durango, Colorado

Fort Lewis College is a four-year institution which does not grant degrees in Special Education. Instead, the teacher education department prepares elementary and secondary teachers for the regular classroom. Specifically in elementary education, students may choose concentration areas--along with their general preparation--in the fields of math, science, social science, English, Spanish, PE, art and bilingual education. In secondary education, students choose a major and supporting area to accompany a professional sequence of courses.

That is not to say that special education is ignored. Because of PL 94-142 and Section 504 of the 1973 Rehabilitation Act, every prospective classroom teacher is introduced to law, methodology, evaluation techniques and a collection of other topics related to the exceptional child. Up until recently the possibility existed that information was not well sequenced or was often repetitive from class to class. Fort Lewis, however, has been aided over the last sixteen months by funds from a Dean's Grant, enabling the education faculty to review and revise the traditional curriculum such that by 1983 appropriate competencies for working with the exceptional child will be introduced in education classes.

Now, as the department is about halfway through the revision, there are exciting prospects. Since one of the major concerns in the past was that students were getting no practical experience with special ed. children, a teacher-aide practicum in a special ed. setting will be added. Every course in the department will be subject to some change to "infuse" special education concepts previously lacking. It will be a sequential program wherein all professors know what is

being covered by every other professor.

Interestingly enough, because of the new NCATE requirements, the department will soon begin a similar process with multicultural concepts. Up until this year, professors generally displayed a willingness to include bilingual multicultural information in their classes, but it was perhaps a disjointed effort. The in-depth material dealing with culture and language was left to a few courses, the majority of which were only required for students with bilingual concentration areas. Often even the material presented in other classes was in the form of an infrequent guest lecture by the bilingual specialist. That is not all bad, but the result has been that the typical prospective teacher has received a haphazard array of information on language and culture. Because Fort Lewis educates many teachers who stay to teach in the Four Corners area where Spanish, Ute, Navajo, and Pueblo dialects are spoken, this is not sufficient training. With a joint effort by the entire department to review and revise class content in terms of multiculturalism--just as was done for special education--the department should soon develop a sequential program wherein one hand knows what the other is doing. Even though NCATE insists that concepts be "infused" in the total program, some of the faculty believe that every prospective teacher should take at least one course dealing specifically with bilingualism and multiculturalism. Should Colorado colleges turn to a five-year teacher certification program, that would be a priority.

The process of infusion of concepts into a total program seems to be workable. After all, it involves every faculty member. That involvement somehow almost always generates their support. It results in a sequential program and a faculty knowledgeable and sharing of the subject. The students receive a more organized picture of the area of focus, and the concepts are reinforced from course to course.

Yes, the revision process takes time. Fort Lewis' Dean's Grant revisions will take three years. All department members meet often, and the effort must be well-coordinated. Often faculty members require some inservice. There is a great deal of paperwork. Fort Lewis students, however, are going to benefit, as will their students.

In the process of "infusion," the Fort Lewis education department will now have to be careful to make the appropriate connections between special education and bilingual multicultural education. The whole effort of revision of course content is made to bring these areas from their isolation into the total integrated educational picture. It would be wrong to isolate them from one another as completely separate concerns as they are brought into closer focus.

The Fort Lewis teacher education department certainly does not believe that making prospective teachers "aware" of law, methodology, evaluation techniques, etc. in special education and bilingual multicultural education will totally equip them for the real classroom. Current literature states that the teacher faces problems with parental involvement, assessment of performance, methodology, language difference, interpretation of data, compliance with law, cultural difference, materials, and the list goes on. A teacher education program simply cannot provide all the answers, but it would appear that the Fort Lewis "infusion" attempt will at least give the teacher education graduates some realistic experiences.

OVERVIEW

PROJECT A.B.C...."ANY BABY CAN"



The A.B.C. Project is designed to link early childhood resources throughout the San Antonio area to insure that every child with special needs is identified and provided optimal services at the earliest possible age. This network of support will focus on providing assistance to parents of handicapped and high risk children as well as providing public awareness throughout the medical, educational and lay communities. Primary emphasis will be on the 0-3 year old child.

PROJECT GOALS

I. Dissemination of Information

Media Dissemination. Radio and television "spots" which focus on parenting and the identification of normal and abnormal growth and development will be purchased and/or produced. Media material will be culturally relevant to the San Antonio area and address the bilingual nature of the community. In addition, task force members will participate on local "talk shows" which deal with issues pertinent to the goals of the A.B.C. Project.

Outreach to Medical and Educational Communities. Information regarding the importance of early childhood education and intervention will be disseminated. In addition, the availability of ECE and parental support resources in San Antonio will be publicized. It is hoped that pediatricians, public school personnel, neonatal nursery staff, day care and Head Start directors will be reached through this endeavor.

Literature and Information to the Community at Large. Efforts to provide information to the community at large will include the utilization of flyers enclosed in the distribution of city utility bills, literature distributed with food-stamps, information to realtors, speakers to church and civic organizations, and contact with employee assistance program representatives in the business community.

Conferences. A multi-disciplinary conference focusing on the 0-3 year old child will be convened in San Antonio, Texas. The purpose of the conference will be to disseminate information regarding area resources and the potentials of networking in other communities. Represented at the conference will be groups with related interests such as ISTA and AMA.

II. Creation of Coalition

The Coalition which has been organized informally will be given leadership and direction. This will include networking through meetings, phone contacts, and mail, involving parents, professionals, providers, and organizations/agencies.

Representatives from each of these groups will serve on the project's advisory committee and guide development of the project.

A publication called "Networking News" will be developed for exchange of information throughout the network.

III. Establishment of information and Referral Line

Media Dissemination and outreach effort should generate interest and inquiries. To respond to this demand for information a hot-line will be established. In order for outreach to extend beyond the city population and link with rural areas a 1-800 number will be used.

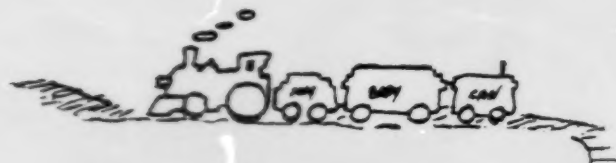
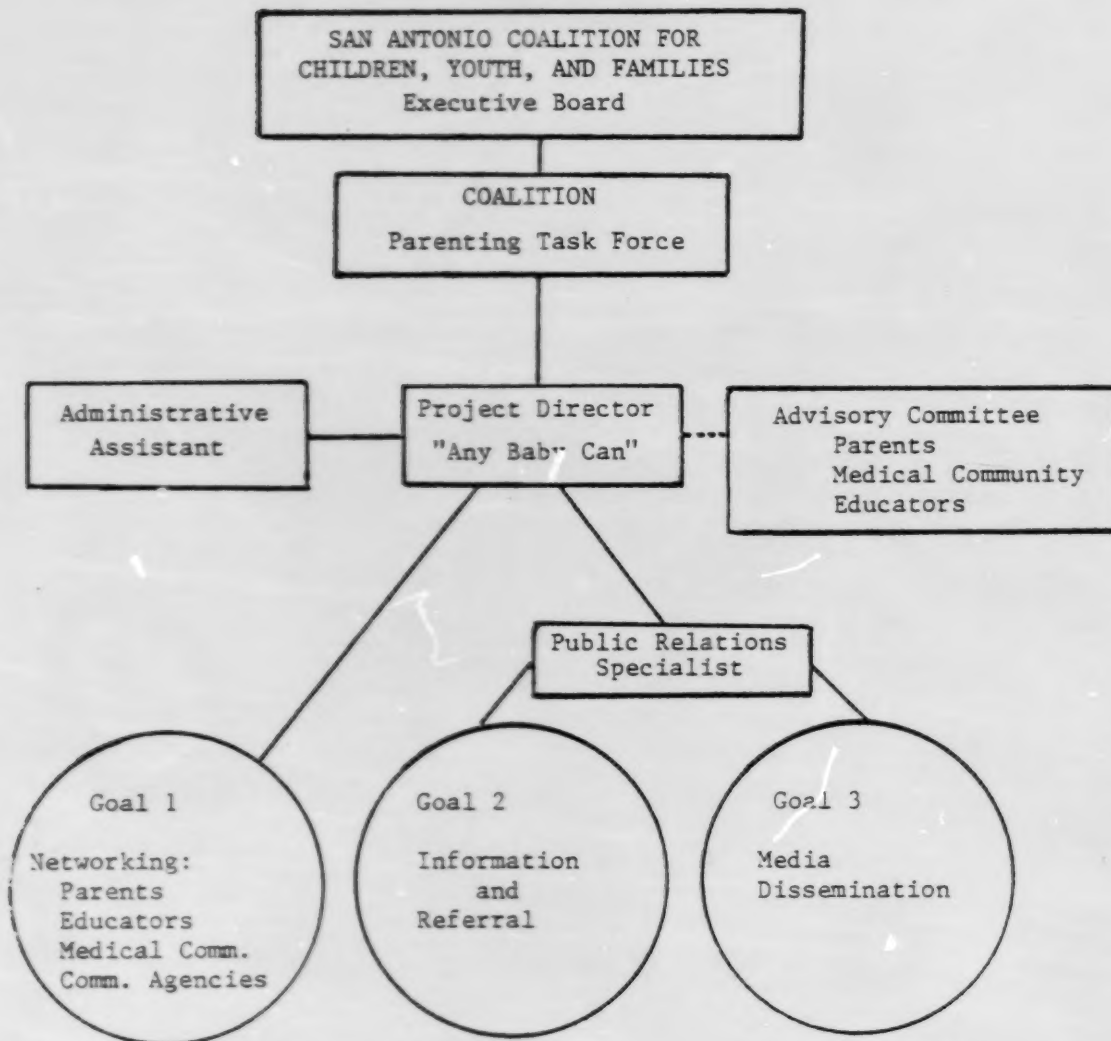
The Handicapped Access Office of the City of San Antonio and the United Way Help Line will be linked to insure that appropriate calls can be referred to Project office. The line will have an easy-to-remember number such as 229-BABY.

PROJECT TIMELINE:

<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>
Organization Year	Full Public Awareness Effort	Operation of All
Program Logistics	Establishment of I & R Line	Components
Media Development/Purchase	Continued Resource and Media	Outreach to Rural
Identification of Resources	Development	(broadcast area)
Development of Network	Conference Planning	Continuation
Networking News		Concerns
Conference Planning		

"ANY BABY CAN"

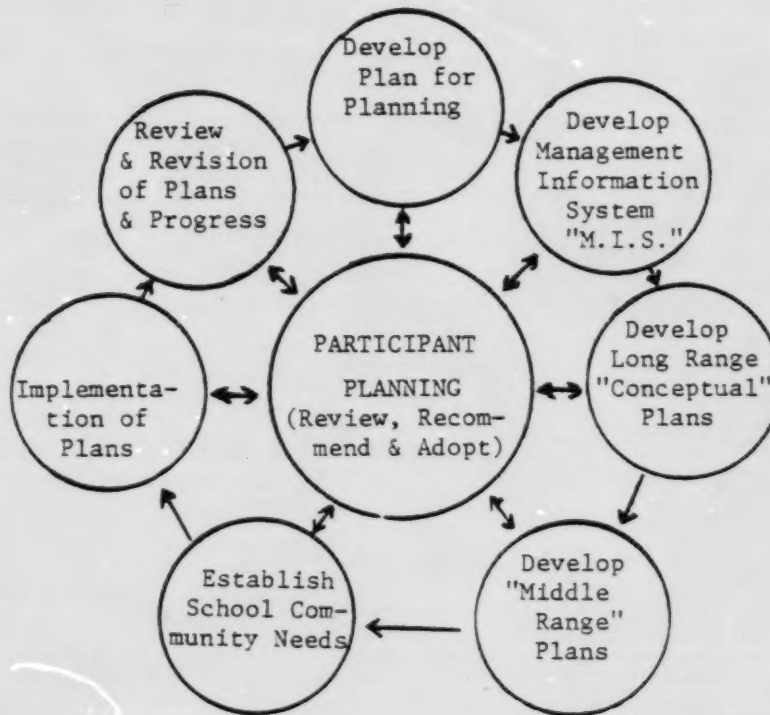
(Organizational/Activity Chart)



Supplemental Handouts

INTRODUCTION FOR PLANNING:

Who plans - WHAT - WHEN - HOW? (Suggested Model)



1. What are we planning for? (Task and Scope)

a. Goal: _____

b. Specific Objectives: _____

SUGGESTED PLAN FOR PLANNING

2. Who Plans? (Role and Responsibility Clarification)

[illegible]

3. Site/Project Affected Audiences

Affected Audiences	Why are they the affected audience?

4. Existing Possible Constraints

What are constraints? Existing? Projected?	Why does the constraint exist?

5. What Data is currently available and/or needed?

Data Available	Data Needed

6. What are our needs?

A. What do we have now?	B. What are our needs?

7. What are our priorities?

1.
2.
3.
4.
5.

8. Who plans - WHAT - WHEN? (Time-Line)

Time-Line	Tasks	Tasks	Tasks

9. Did we accomplish what we planned? Yes? No?
If not, why not?

Outline

1. What aspect of the project do you wish to continue?
 2. What data do you have to support the continuation of this aspect of the project?
 3. What organization/agency is most likely to offer continued support?
 4. What person(s) in that organization will make that decision?
 5. How can you influence that person(s)/organization/agency?
 6. What specific steps need to be taken?
 7. Who will be responsible for each task?
 8. What timeline should be followed?
-

Generic Question

(To be considered at each phase of the planning)

Do you have all of the information you need? If not, where and how can you get it?

PERSONNEL DEVELOPMENT

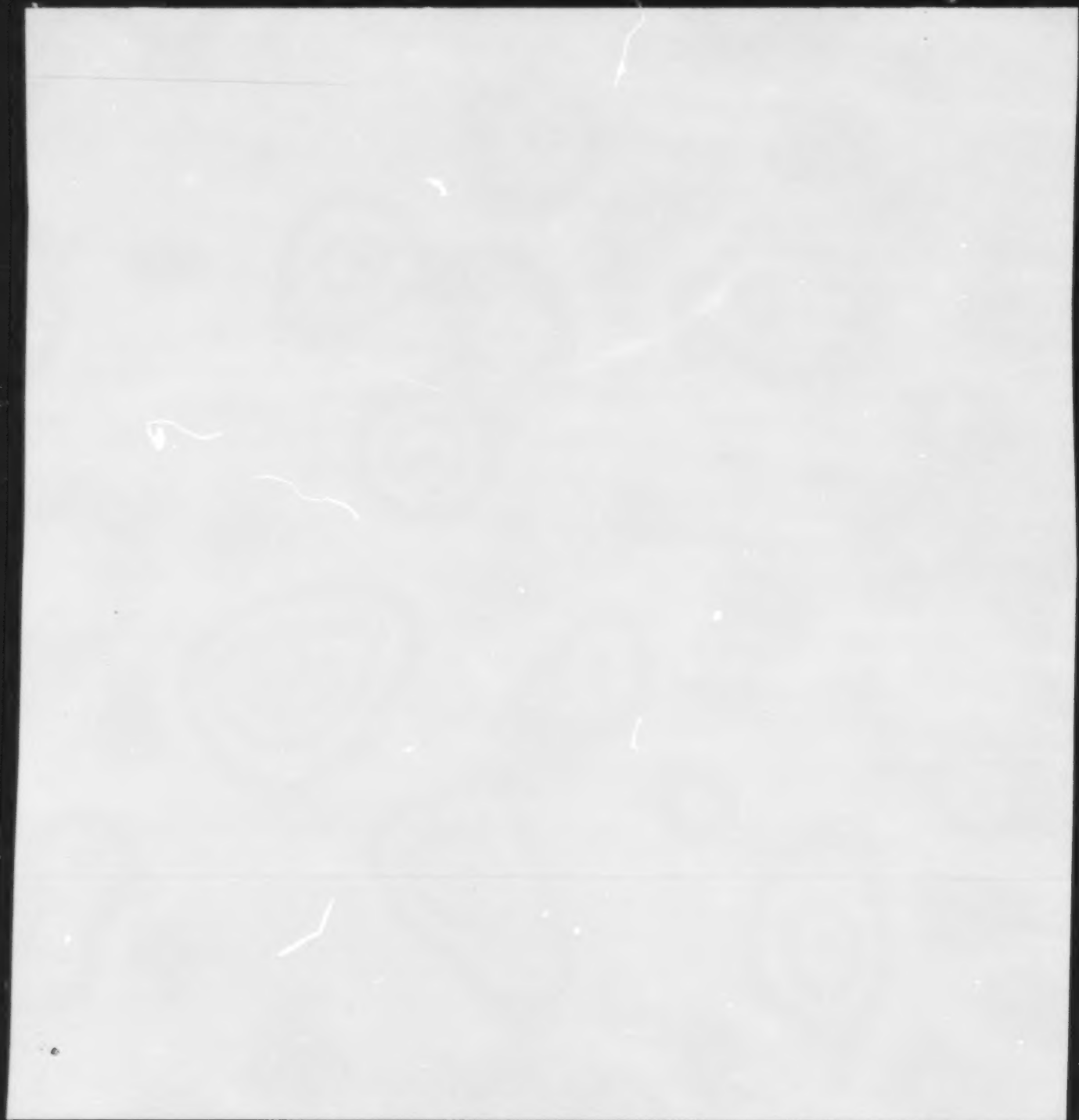
W. H. Jones - U.S.C.

Sub-Category	I Who decides decision- maker	II Decision- maker	III Who has input	IV Who collects/ delivers input	V Who executes decisions	VI Who is informed	
Preservice							
Intern Selection							
Inservice							
INE Staff Develop- ment							

Health Services - U.S.C

COMMUNITY

Sub-Category	I Who decides decision-maker	II Decision-maker	III Who has input	IV Who collects/delivers input	V Who executes decisions	VI Who is informed	
Community Council Planning/Organizational Development							
Community Educational Program							
Community Intern Program							



BILINGUAL SPECIAL EDUCATION

Policy and Procedures

SALEM PUBLIC SCHOOLS

SALEM, MASSACHUSETTS

Bilingual Special Education

Policy and Procedures

This booklet has been prepared to acquaint school personnel with the additional steps to be included in the Chapter 766 referral process for linguistic minority students. It represents the collaborative efforts of the Bilingual and Special Education Departments to ensure equal access to special education services for all students in the Salem Public Schools whose primary language is not English.

Joseph V. Riley
Director of Special Education

Marie A. Witham
Assistant Director
Special Education

Jane R. Cohen
Bilingual Coordinator

Home/School Notification

Prior to the referral process the student is discussed at a Child Study Team meeting. If needed, the CST recommends an intermediate or full CORE evaluation based on the student's needs and the CORE process is initiated.

All communications from the Special Education Department to the parents/guardians of the linguistic minority special needs student will be sent in the primary language of the home. This would include notification of the referral process, permission for a CORE evaluation, and permission for testing, parents' rights, and any other forms that may be used in the process.

The Bilingual Education Department, upon request from Special Education personnel, will assist in the following areas:

- a. Translate all Special Education notices into the appropriate languages.
- b. Orally notify all illiterate linguistic minority parents of any special education matters.
- c. Serve as a liaison person in providing ongoing communication between special education personnel and bilingual parents.
- d. Provide assistance when needed in such matters as home visits and scheduling appointments for physical examination.

Language Dominance Testing

A determination of language will be made of a student whose primary language is not English prior to a CORE evaluation. The Special Education coordinator will complete the Language Dominance Request Form and forward it to the Bilingual Coordinator. The Bilingual Coordinator or designee will administer the appropriate language dominance test and forward the results to the Special Education Coordinator within a five work day period.

For the purposes of establishing language dominance, a student will be assigned to one of the following five linguistic categories according to LAU Remedies:

- A - monolingual non-English
- B - predominantly non-English
- C - bilingual
- D - predominantly English
- E - monolingual English

Language of Special Education Evaluations

All evaluations of LAU category A, B, and when necessary, C Students' dominant language by certified personnel (i.e. psychologist, speech pathologist) fluent in the same language. Bilingual evaluators will attend the CORE meetings to interpret testing results and give their recommendations for programming.

Scheduling of CORE Meetings

The Special Education coordinator will notify the Bilingual coordinator of scheduled CORE's at least one week in advance of the CORE meeting. The Bilingual department will assist in notifying the home orally and in writing of the CORE meeting, and in providing interpreters for meetings involving a parent/guardian who is either non-English speaking or of limited English speaking ability. The Bilingual Service Request Form is to be submitted to the Bilingual coordinator so that these services may be arranged.

The Development of the I.E.P.

Based upon the results of the CORE evaluation it shall be determined if the student is in need of special education services. An individual educational plan will be written to address the student's needs.

The I.E.P. will be written in English and in the appropriate primary language before it is to be signed by a non-English or limited English speaking parent/guardian. The bilingual interpreter assigned to the CORE meeting will have the responsibility of translating the I.E.P. from English to the primary language of the home and then obtaining the parent/guardian's signature.

If the I.E.P. is not completed during the CORE meeting it will be forwarded to the bilingual interpreter upon completion for the proper translation. No English version of an I.E.P. will be signed by a non-English speaking parent until it has been translated into the appropriate primary language. Special Education services cannot be provided until both educational plans have been signed by the parents/guardians and received at the Special Education office.

In cases where a parent/legal guardian is illiterate in his/her primary language, the bilingual interpreter will provide an oral translation of the exact contents of the IEP and an additional non-technical explanation of same before the parent/legal guardian's signature is requested.

Any I.E.P. developed for a LAU category A, B, or C student, will include specific recommendations for language of instruction in each service area to be provided. LAU category A and B students will receive instruction in their primary languages. Recommendations for language of instruction of LAU category C students will be determined by the team, in consultation with the bilingual staffperson most familiar with the student.

It should be stated in the I.E.P. if bilingual tutorial services are needed. The Bilingual Coordinator will provide bilingual tutors to assist monolingual special education staffpersons in the delivery of special education services to LAU category A, B, and, when necessary, C students. In such cases, the bilingual tutor's responsibility is to assist the special education staffperson in his/her delivery of services so that the objectives of the individual educational plan are followed.

Addendum to the I.E.P.

Quarterly Reports

Termination of Services

An addendum to the I.E.P., quarterly reports, termination of services, and any other forms involving a linguistic minority student that will be sent home to a non-English or limited-English speaking parent/guardian, will be written in English and sent to the Bilingual Coordinator for translation into the appropriate primary language. No English version of these forms will be signed by the parent/guardian until it has first been translated into his/her primary language.

In cases where a parent/guardian is illiterate in his/her primary language the Bilingual Coordinator will provide an oral translation of any special education reports/forms.

Special education staff are requested to complete quarterly reports for bilingual students first to allow sufficient time for translation into the primary language of the home.

The English version of the quarterly report should be sent to the Bilingual Coordinator accompanied by the Bilingual Service Request Form.

Salem Public Schools

Salem, Massachusetts

Bilingual Education Department

Language Dominance Request Form

Please complete the information below and return to Jane R. Cohen,
Bilingual Coordinator, Salem High School, Orange House.

Language: _____

School: _____

Student's Name: _____

Student's Grade: _____

Student's Teacher: _____

Name of Person requesting testing: _____

Date of Request: _____

Bilingual Service Request Form

Please check the appropriate information and return to Jane R. Cohen,
Bilingual Coordinator, Salem High School

Language: _____

Name of Principal or Other Person
Requesting Service: _____

Type of Service Requested (check one)

- 1) Home Visit _____
- 2) CORE Evaluation _____
(interpreter needed)
- 3) Written Translation _____
- 4) Other _____

Date Service to be Provided: _____

Place: _____

Time: _____

Any Other Relevant Information: _____

Contact Person: _____

SAN JOSE UNIFIED SCHOOL DISTRICT
School Resources Form

SCHOOL: _____

We need to know what resources you have for providing services to your LEP Special Education Students. Please indicate them below.

- I. Number of identified LEP Students: _____ Number of Underachieving LEP Students who may be possible referrals to Special Education: _____

Resource Specialist Program	_____	_____
Special Day Class	_____	_____
Learning Handicap	_____	_____
Communicatively Handi.	_____	_____
Severely Handicapped	_____	_____

- II. Bilingual Resources in the Special Education Program:

Bilingual:

RSP Teacher				Yes	No
SDC Teacher	LH _____	CH _____	SH _____	Yes	No
	LH _____	CH _____	SH _____	Yes	No
	LH _____	CH _____	SH _____	Yes	No
Aides RSP _____	LH _____	CH _____	SH _____	Yes	No
RSP _____	LH _____	CH _____	SH _____	Yes	No
RSP _____	LH _____	CH _____	SH _____	Yes	No

- III. Circle Bilingual Resources available at your school.

Bilingual Resource Teacher	Reading Lab
ESL Resource Teacher	Math Lab
Bilingual Aides	Crossage Tutors
ESL Aides	Peer Tutors
	Parent Volunteers

- IV. Additional services available in your school:

V. Comments: _____

VI. School Plan to provide Special Education Services to LEP Students:

WHO: _____

WHAT: _____

WHERE: _____

WHEN: _____

Date when services will begin: _____

SCHOOL TEAM:

Principal _____

Bilingual Teacher _____

Psychologist _____

Program Specialist _____

Resource Specialist _____

Spec. Day Class Teacher _____



SAN JOSE UNIFIED SCHOOL DISTRICT

1605 PARK AVENUE, SAN JOSE, CA 95125 (408) 998-6040

OLIVIA S. MARTINEZ, Administrator
Department of Student Services

FALL 1981

PLAN TO PROVIDE BILINGUAL SPECIAL EDUCATION

1. Establish a new team at school level to include:
Bilingual Teacher, English as a Second Language Teacher, Resource Specialist, Speech Therapist, Special Education Aide, Bilingual Aide and parent or representative, if indicated.
2. Identify models for use:
 - a. Exchange Bilingual Aide and Special Education Aide up to two hours daily to meet language needs.
 - b. Resource Specialist Program/Bilingual/English as a Second language team consult and share areas of expertise.
 - c. Resource Specialist goes into regular class to work with a Bilingual Special Education student and non Special Education in a group, i.e. to model behavior.
 - d. Alternative classes at the elementary level that are multi-graded.
 - e. Group LES/NES Special Education students during 1 or 2 periods in Resource Specialist Program. Bring in Bilingual resources during that time.
 - f. Assign a Bilingual Aide to the Resource Specialist Program. If both teacher and aide are English speaking only.
3. Organize a one day institute for all district staff on English as a Second language and the Bilingual special education child that will describe:
 - a. Summary of findings at California Association for Bilingual Education and Council for Exceptional Children conferences.
 - b. Program options available in San Jose Unified School District.
 - c. Criteria for program options.
 - d. Resource availability.
 - e. Program emphasis.
 - f. Staff Development Plans with the consortium and consolidated application program.
4. Possible criteria for program options:
 - a. Relative language proficiency in both languages
 - b. Previous year achievement record
 - c. Parent preference
 - d. Student preference
 - e. School of residence and transportation needs.
 - f. Judgment of Bilingual and Special Education teacher
 - g. Individualized Education Program (IEP) requirements

SUGGESTED MODELS FOR SPECIAL DAY CLASS (SDC) WITH A
MONOLINGUAL ENGLISH-SPEAKING TEACHER

1. Include Bilingual resource teacher at AAA level meetings, planning meetings and IEP meetings.
2. Special education teacher refer to bilingual resource teacher for small group instruction.
3. Mainstream the special education LEP student into a bilingual classroom.
4. Cross-age tutoring with bilingual student and special education student.
5. Utilize bilingual parents as tutors/aides.
6. Utilize migrant education

ADDITIONAL POSSIBILITIES

1. Consider: Special education teacher and bilingual classroom teacher exchange roles for part of the day. Once or three times weekly.
2. Explore: Special education students and bilingual students exchange room and teacher for part of the day.
3. Consider: Special education aide and bilingual aide to exchange roles for part of the day or two to three times weekly.
4. Transfer LEP students to a special education teacher with bilingual skills.
5. Explore: the transfer of existing bilingual instructional aide personnel to special education classrooms.

RESOURCE SPECIALIST MODEL

FOR THE SPECIAL EDUCATION STUDENT WITH LIMITED ENGLISH PROFICIENCY (SPEDLEP)

BACKGROUND

The bilingual student with special education needs is a very special student. Through the standard process followed in the San Jose Unified School District, a Home Language Survey is filled out by the parents upon enrollment of a student into any school. Any child with a language other than English is tested for language proficiency in English. If the child is determined to be limited English proficient, that child is offered a variety of services to meet his/her needs in language. Before a child is referred to Special Education then, he/she has had the opportunity to be successful in other school programs, such as a Bilingual classroom, ESL instruction, Reading Lab or Crossage Tutoring.

PROCESS

When the LEP student is identified as an Individual with Exceptional Needs (IWEN), a school-wide process of program planning for that student is put into operation. The Team for the Special Education Student with Limited English Proficiency (the SPEDLEP student) meets informally to plan the daily schedule and select the materials to be used for the educational program.

For example, an identified LEP student has been receiving ESL instruction and bilingual aide instruction for approximately a year and a half. He has not shown progress academically and the classroom teacher refers him to the AAA committee which determines a need for further assessment. The child is referred on to the Resource Specialist.

The Resource Specialist and other team members evaluate the students using the School Assessment Rating Scale (SARS). If eligible as an IWEN, the SPEDLEP team meet to draft the IEP, utilizing their services as needed in order to meet the goals and objectives. Follow normal special education process.

INSTRUCTIONAL MODEL

A valuable instructional model for the SPEDLEP student in the Resource Specialist program incorporates direct teaching using tri-sensory methods and/or a bilingual language-experience method. Either of these methods may be taught to and used by aides working with the SPEDLEP student, in addition to being used daily in the Resource Specialist Program. These methods work equally well when used by the English-only or the Bilingual teacher.

Jackie Blackwell, RSP
October 1981

SUPPORT CENTERS 1981-1982

EVALUATION, DISSEMINATION, AND ASSESSMENT CENTERS

Evaluation, Dissemination, and Assessment Center
California State University at Los Angeles
5151 State University Drive
Los Angeles, California 90032
(213) 224-3676
Charles Leyba
Service Area 3

Evaluation, Dissemination, and Assessment Center at
Lesley College
49 Washington Avenue
Cambridge, Massachusetts 02140
(617) 492-0505
Paul Liberty
Service Area 1

Evaluation, Dissemination, and Assessment Center
Dallas Independent School District
3700 Ross Avenue, Box 103
Dallas, Texas 75204
(214) 742-5991
Juan D. Solis
Service Area 2

BILINGUAL EDUCATION SERVICE CENTERS

Bilingual Education Service Center
Arizona State University
Dixie Gammage Building, Room 258
Tempe, Arizona 85281
(602) 965-5688
Milo Kalectaca
Service Area 19

Bilingual Education Service Center
California State University at Fullerton
800 North State College Boulevard
Room L230
Fullerton, California 92634
(714) 773-3994
Anthony M. Vega
Service Area 13

Bilingual Education Service Center
 Babel, Inc.
 255 East 14th Street
 Oakland, California 94606
 (415) 451-0511
 Sam Cohen
 Service Area 15

Cross Cultural Resource Center
 California State University
 Department of Anthropology TKK
 6000 J Street
 Sacramento, California 95819
 (916) 454-6236
 Steven Arvizu
 Service Area 14

Bilingual Education Service Center
 San Diego State University
 6363 Alvarado Court, Suite 200
 San Diego, California 92120
 (714) 265-5193
 William Adorno
 Service Area 12

Bilinguals Unified for Educational Opportunities (BUENO)
 Education Building, Campus Box 249
 University of Colorado
 Boulder, Colorado 80309
 Rudy Chavez
 Service Area 7

Georgetown University Bilingual Education Service Center
 D.C. Transit Building, Suite 376
 3520 Prospect Street, NW
 Washington, D.C. 20007
 (202) 625-3540
 Ramon Santiago
 Service Area 2

South Atlantic Bilingual Education Service (SABES) Center
 Florida International University
 Bay Vista Campus
 Miami, Florida 33108
 (305) 940-5640
 Carlos Alvarez
 Service Area 4

Bilingual Education Service Center
500 South Dwyer Avenue
Arlington Heights, Illinois 60005
(312) 870-4100
Anne M. Kiefer
Service Area 6

National Bilingual Education Service Center
University of Southwestern Louisiana
P.O. Box 43410
Lafayette, Louisiana 70504
(318) 231-6991
Robert Fontenot
Service Area 5

American Indian Bilingual Education Center
University of New Mexico
College of Education
Albuquerque, New Mexico 87131
(505) 277-3551
Janet Lope
Service Area 18

Bilingual Education Service Center
National Institute for Multicultural Education
3010 Monte Vista, NE Suite 203
Albuquerque, New Mexico 87106
(505) 262-1515
Tomas Villarreal, Jr.
Service Area 11

Hunter College - C.W. Post Bilingual Education Service Center
440 East 26th Street, 8th Floor
New York, New York 10010
(212) 481-5070
Aristides Cruz
Service Area 3

Caribbean Bilingual Education Service Center
Avenida Barbosa 618
Edificio Sunny Isles, 1st Floor
Hato Rey, Puerto Rico 00917
Paquita Ayala
Service Area 17

New England Bilingual Education Center Consortium
 345 Blackstone Boulevard
 Potter Building
 Providence, Rhode Island 02906
 (401) 274-5548
 Adeline Becker
 Service Area 1

Bilingual Resource Center
 Education Service Center, Region XIII
 7703 North Lamar Boulevard
 Austin, Texas 78752
 (512) 458-9131
 Jesus Garcia, Jr.
 Service Area 7

Region 1, Education Service Center
 Rio Grande Border BESC
 1900 West Schunior
 Edinburg, Texas 78539
 (512) 383-5611
 Lauro Guerra
 Service Area 10

Bilingual Education Service Center
 Intercultural Development Research Associates
 5835 Callaghan Road, Suite 350
 San Antonio, Texas 78228
 (512) 684-8180
 Dr. Abelardo Villarreal
 Service Area 9

Bilingual Education Service Center for Alaska and the Northwest (BESCAN)
 University District Building
 1107 NE 45th Street, Suite 515
 Seattle, Washington 98108
 (206) 543-9424
 Juan Juarez
 Service Area 16